

THE  
THIRTY-SEVENTH REPORT  
OF THE  
COMMISSIONERS  
OF  
NATIONAL EDUCATION  
IN IRELAND,  
(FOR THE YEAR 1870),  
WITH APPENDICES.

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*Presented to both Houses of Parliament by Command of Her Majesty.*

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THE  
THIRTY-SEVENTH REPORT  
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(FOR THE YEAR 1870).

TO HIS EXCELLENCY JOHN POYNTZ, EARL SPENCER, K.G.,  
LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

*May it please your Excellency,*

I.—1. We, the Commissioners of National Education in Ireland, submit to your Excellency this our Thirty-seventh Report.

Number of  
schools in  
operation.

II.—2. On the 31st of December, 1869, we had 6,707 schools in operation, which had on their rolls, for the year then ended, 991,335 children; with an average daily attendance, for the same period, of 358,560. At the close of the year 1870, the number of schools in operation was 6,806. The total number of children on the rolls within the year was 998,999, and the average daily attendance of children for the year was 359,199. There has been, therefore, an increase of 7,664 on the rolls, and of 639 in the average daily attendance.

3. The total number appearing on the rolls throughout the year includes the names of pupils who having made an attendance in the last quarter of the year 1869 had their names recorded on the rolls in January, 1870. In opening new rolls, the rule is to transfer to them the names of all pupils present on any day of the previous quarter; but it must happen that some of the pupils whose names are so transferred will not, from a variety of causes, attend during the year the school in which they are so enrolled. This occurred with 48,000 of those transferred to the rolls in January, 1870. The number in January, 1869, was 50,046. Many of these pupils, however, go to National schools which they had not previously attended; but as their names appear on the rolls of these schools, and are so brought into the aggregate attendance, the gross number returned for the twelve months presents the same excess.

It may be asked why we do not instruct our teachers to enter on the rolls only the names of pupils actually making an attendance within the year. Our answer is, that such a system of registration would prevent a consecutive or sustained history of our schools and our school-pupils; whereas by our present system we can have an unbroken list of the pupils' names for years, and can trace the school-history of any pupil with facility.

We believe that the records of our schools are, on the whole, accurately and truthfully kept.

Increase in  
Schools.

4. During the year, 169 schools were placed on our operation list, but 68 schools were removed from our roll, and 2 schools were placed on our suspended list, leaving a net increase of 99 to our list of operation schools.

Schools in  
course of  
erection.

5. Grants have been made at various times towards the erection of 98 National *School-houses*, which will contain 148 separate *school-rooms*. When these 98 buildings shall have been completed, they will afford accommodation to 13,170 children. Of the above 98 school-houses, the erection of 21, containing 33 school-rooms, was sanctioned during the year 1870. The names of these 21 school-houses, and the particulars connected with them, are set forth in the Appendix; where also are inserted the names of those vested National Schools for the improvement of which grants were made during the year 1870, to be expended under the direction of the Board of Works.

Vested  
schools  
opened, &c.

6. There were 45 vested schools opened during the year, towards the erection of which grants had been made, and 3 suspended schools re-opened; there was also 1 struck-off school restored to our roll. These are included in the 6,806 schools in operation on the 31st December, 1870, and their names will be found inserted in a list in the Appendix.

Number  
of schools  
struck off  
roll.

7. The number of schools struck off our roll, during the year 1870, was 68. A list of these schools is given in the Appendix, with the reasons for their having been removed from our roll.

Suspended  
schools.

8. The number of schools in the "suspended list" at the close of the year was 68, of which 2 were suspended during the year 1870. These suspended schools are from time to time re-opened, on the causes for their suspension being removed.

Number of  
schools in  
operation,  
and number  
of children  
on rolls  
from 1833  
to 1870.

9. The following Table exhibits the number of National Schools in operation, together with the number of children on the rolls, as specified in our several Reports, to the 31st of December, 1870.

[TABLE.]

TABLE.

No. and Date of Report.	No. of Schools in operation	No. of Children on the Rolls for :
No. 1, 31st December, 1833, . . .	789	Half-year-end- ed 25th Sept., } 107,042
No. 2, 31st March, 1835, . . .	1,106	" } 145,521
No. 3, do. 1836, . . .	1,181	" } 153,707
No. 4, do. 1837, . . .	1,300	" } 166,929
No. 5, do. 1838, . . .	1,384	" } 169,548
No. 6, 31st December, 1839, . . .	1,581	" } 192,971
No. 7, do. 1840, . . .	1,978	" } 232,560
No. 8, do. 1841, . . .	2,337	" } 281,840
No. 9, do. 1842, . . .	2,721	" } 319,792
No. 10, do. 1843, . . .	2,912	" } 355,320
No. 11, do. 1844, . . .	3,153	" } 395,550
No. 12, do. 1845, . . .	3,426	" } 432,844
No. 13, do. 1846, . . .	3,637	" } 456,410
No. 14, do. 1847, . . .	3,825	" } 492,632
No. 15, do. 1848, . . .	4,109	" } 507,469
No. 16, do. 1849, . . .	4,321	" } 490,623
No. 17, do. 1850, . . .	4,547	" } 511,239
No. 18, do. 1851, . . .	4,704	" } 520,401
No. 19, do. 1852, . . .	4,875	" } 544,604
No. 20, do. 1853, . . .	5,023	" } 550,631
No. 21, do. 1854, . . .	5,178	" } 551,110
No. 22, do. 1855, . . .	5,124	" } 535,005
No. 23, do. 1856, . . .	5,245	31 Dec., 560,134
No. 24, do. 1857, . . .	5,337	Year ended 31st December, } 776,473*
No. 25, do. 1858, . . .	5,408	" } 803,610
No. 26, do. 1859, . . .	5,496	" } 806,510
No. 27, do. 1860, . . .	5,632	" } 804,000
No. 28, do. 1861, . . .	5,830	" } 803,304
No. 29, do. 1862, . . .	6,010	" } 812,527
No. 30, do. 1863, . . .	6,163	" } 840,569
No. 31, do. 1864, . . .	6,263	" } 870,401
No. 32, do. 1865, . . .	6,372	" } 922,084
No. 33, do. 1866, . . .	6,453	" } 910,819
No. 34, do. 1867, . . .	6,520	" } 913,198
No. 35, do. 1868, . . .	6,586	" } 967,563
No. 36, do. 1869, . . .	6,707	" } 991,335
No. 37, do. 1870, . . .	6,806	" } 908,999

10. The number of applications for grants to new schools in the year 1870 was 195. To 153 of these we promised the required assistance, either for building or for salaries and requisites. The remaining 42 applications were rejected for various reasons, of which official records are kept.

11. The annexed Tabular Return of the 153 Schools added to our list during the Year 1870, shows the Number in each Province, with the Nature of the Aid Granted.

Return of  
new schools  
in 1870,  
arranged in  
provinces.

\* In this year, 1857, the Commissioners thought it desirable to ascertain and record the total number of children appearing on the rolls within the entire year. Hence the large increase in the number of children in the above table for year 1857 and subsequent years, as compared with the year 1856.

TABLE.

Province.	Scholar and Requisites.	Towards Building and Furnishing Schools.	Total.
Ulster, . . .	51	6	57
Munster, . . .	20	21	41
Leinster, . . .	18	2	20
Connaught, . . .	31	4	35
Total, . . .	120	33*	153

Number and religious denominations of the Patrons or Managers of the new schools added in 1870.

12. Of the 153 schools specified in the preceding Table, 152 are under the management of 119 individuals, several having more than one school under their care. The following Table shows the Number of these schools under the management of Patrons of each religious denomination—distinguishing lay from clerical:—

Religious Denominations.	Clerical.		Lay.		Total.	
	No. of Patrons.	No. of Schools.	No. of Patrons.	No. of Schools.	No. of Patrons.	No. of Schools.
Established Church, . . .	13	14	9	12	22	26
Roman Catholics, . . .	72	93	9	13	81	106
Presbyterians, . . .	8	10	4	4	12	14
Other Persuasions, . . .	1	1	3	3	4	4
Total, . . .	94	120	25	32	119	152

The remaining school is under Poor Law Guardians.

Number of Schools in each province, distinguishing Operation, Building, and Suspended Schools.

13. The following Summary exhibits the Total Number of NATIONAL SCHOOLS in each Province on the 31st December, 1870, distinguishing those Schools which were in operation, those to which building grants had been promised, and those upon the suspended list:—

SUMMARY.

Province.	Schools in Operation List on 31st Dec., 1870.	Schools to which there are outstanding Building Grants.	Suspended.	Total Number of Schools in connection on the 31st Dec., 1870.
Ulster, . . .	2,523	28	22	2,573
Munster, . . .	1,689	90	18	1,797
Leinster, . . .	1,505	12	19	1,536
Connaught, . . .	1,089	16	9	1,114
Total, . . .	6,806	146	68	7,022

Number of vested schools.

III.—14. At the termination of the year 1870, we had on our list, vested either in Trustees or in our Board, or secured by bond, 1,291 school-houses, containing 1,968 rooms, accommodating dis-

\* That is, 33 schools as distinguished from school-houses:—there being sometimes two schools, male and female, in the same house.

inct schools. The number of these schools vested in trustees was 1,097: the number vested in our Board in its corporate capacity (including 145 assigned) was 776: the number for which we held bonds for the observance of our rules was 95.

15. The following Table shows the counties and provinces in which the vested schools and houses are situated, distinguishing the number held under each kind of security:—

TABLE showing the Number of Vested School-houses in each County and Province, with the Number of separate Schools held in those Houses. Vested schools, in counties and provinces.

COUNTIES AND PROVINCES.	No. of School-houses Vested.					No. of Separate Schools held in Vested Houses.				
	Lent to Commissioners.	Assigned to Commissioners.	Lent to Trustees.	Secured by Bond.	Total.	Lent to Commissioners.	Assigned to Commissioners.	Lent to Trustees.	Secured by Bond.	Total.
<b>ULSTER:</b>										
Antrim, . . . .	18	8	26	2	54	33	10	34	2	79
Armagh, . . . .	0	12	12	2	26	14	7	11	4	36
Cavan, . . . .	4	5	22	1	31	10	10	30	1	55
Down, . . . .	36	7	46	2	91	41	7	53	2	108
Fermanagh, . . . .	9	2	24	5	40	17	2	35	7	61
Londonderry, . . . .	8	7	16	7	38	11	7	18	7	43
Monaghan, . . . .	10	3	23	1	36	16	4	32	1	53
Tyrone, . . . .	19	1	18	2	39	12	1	25	2	39
Tyrone, . . . .	24	12	38	5	79	30	15	57	6	98
<b>Total, . . . .</b>	<b>126</b>	<b>44</b>	<b>219</b>	<b>25</b>	<b>418</b>	<b>180</b>	<b>35</b>	<b>290</b>	<b>31</b>	<b>536</b>
<b>MUNSTER:</b>										
Clare, . . . .	19	9	27	1	55	30	17	45	1	92
Cork, . . . .	39	6	34	9	148	68	10	148	14	240
Kerry, . . . .	53	6	61	7	127	78	11	103	7	199
Limerick, . . . .	17	3	24	1	44	30	5	42	1	77
Limerick, . . . .	12	1	30	3	46	20	1	46	4	71
Wexford, . . . .	4	5	8	1	18	7	8	15	2	32
<b>Total, . . . .</b>	<b>144</b>	<b>30</b>	<b>244</b>	<b>20</b>	<b>438</b>	<b>233</b>	<b>52</b>	<b>399</b>	<b>27</b>	<b>711</b>
<b>LEINSTER:</b>										
Carlow, . . . .	1	1	14	3	19	1	1	23	3	32
Dublin, . . . .	2	1	14	1	24	25	2	26	2	55
Kildare, . . . .	2	1	15	2	19	3	1	23	4	32
Kilkenny, . . . .	8	1	14	1	23	11	1	24	1	36
King's, . . . .	7	1	8	1	16	10	1	14	1	24
Longford, . . . .	1	1	13	1	15	2	1	25	2	29
Louth, . . . .	1	1	14	2	17	1	2	26	4	32
Meath, . . . .	3	1	25	4	33	7	1	45	6	58
Queen's, . . . .	3	1	7	1	12	6	2	11	1	20
Westmeath, . . . .	1	1	19	1	21	1	1	35	1	37
Wexford, . . . .	3	1	10	1	15	9	1	16	1	25
Wicklow, . . . .	5	1	4	2	11	9	1	5	4	18
<b>Total, . . . .</b>	<b>42</b>	<b>8</b>	<b>158</b>	<b>19</b>	<b>227</b>	<b>85</b>	<b>6</b>	<b>273</b>	<b>33</b>	<b>397</b>
<b>CONNAUGHT:</b>										
Galway, . . . .	20	4	32	1	65	44	3	49	1	101
Leitrim, . . . .	4	3	18	2	27	5	4	22	3	34
Mayo, . . . .	45	10	18	1	74	56	12	24	1	92
Sligo, . . . .	16	2	14	1	33	21	4	21	1	46
Sligo, . . . .	3	3	13	1	20	7	4	19	1	31
<b>Total, . . . .</b>	<b>95</b>	<b>22</b>	<b>95</b>	<b>3</b>	<b>215</b>	<b>133</b>	<b>32</b>	<b>135</b>	<b>4</b>	<b>304</b>
<b>Grand Total, . . . .</b>	<b>409</b>	<b>99</b>	<b>716</b>	<b>67</b>	<b>1,291</b>	<b>631</b>	<b>145</b>	<b>1,097</b>	<b>98</b>	<b>1,568</b>

Schools to be vested.

16. In addition to the preceding vested schools on our list at the end of the year, there were grants outstanding for the erection of 22 school-houses, to accommodate 35 separate schools, the leases for which had not then been executed.

Number non-vested.

17. The number of non-vested schools in connexion with us on the 31st of December, 1870, was 5,019.

Total number of Operation Schools in each province, with the total number of pupils on rolls, and average daily attendance.

IV.—18. The distribution of the Operation Schools according to the several Provinces, with the Pupils in attendance, and the averages for each School, was as follows:—

Province.	No. of Schools in operation on the 31st Dec., 1870.	Total No. of Pupils on the Rolls for the year ending 31st Dec., 1870.	Average daily attendance for year ending 31st Dec., 1870.
Ulster, . . .	2,523	349,798	117,451
Munster, . . .	1,689	269,316	111,124
Leinster, . . .	1,505	211,402	78,262
Connaught, . . .	1,069	168,483	52,362
Total, . . .	6,806	998,999	359,199
Average per } School, }		146.7	52.7

Schools with mixed religious attendance.

V.—19. The next Table shows the per-centage of Schools from which returns have been received exhibiting a mixed attendance of Protestant and Roman Catholic Pupils, for the years 1866, 1867, 1868, 1869, and 1870:—

	1866.	1867	1868.	1869.	1870.
Ulster, . . . . .	83.3	83.9	83.2	82.5	82.6
Munster, . . . . .	37.6	40.5	40.1	40.3	40.5
Leinster, . . . . .	47.6	48.0	48.5	46.9	46.7
Connaught, . . . . .	48.1	50.5	48.9	47.6	48.6

20. Striking these per-centages for the whole of Ireland, we find the numbers for these years to be respectively—58.4, 59.8, 59.3, 58.6, 58.8.

Religious denominations of pupils on rolls in the year 1870.

21. We furnish as usual a return of the RELIGIOUS DENOMINATIONS of the 998,999 PUPILS on the Rolls.

PROVINCE AND COUNTY.	Religious Denominations.				Total Number of Pupils returned for Year ended Dec. 31, 1870.
	Established Church.	Roman Catholic.	Presbyterian	Other Denominations.	
ULSTER:					
Antrim, . . . .	15,815	23,103	48,868	2,652	89,038
Armagh, . . . .	8,030	17,280	5,803	1,074	32,187
Cavan, . . . . .	2,494	28,564	1,008	103	30,167
Donegal, . . . .	4,336	30,397	4,387	304	39,424
Down, . . . . .	8,768	18,110	26,609	920	54,407
Fermanagh, . . .	4,895	9,615	236	158	14,904
Londonderry, . .	4,051	12,586	10,412	482	27,531
Monaghan, . . .	2,378	17,555	2,771	38	22,742
Tyrone, . . . . .	7,646	22,434	7,937	481	38,408
Total, . . . . .	57,913	177,644	108,029	6,212	349,798

[continued.]



TABLE showing the RELIGIOUS DENOMINATIONS, &amp;c.—continued.

PROVINCES AND COUNTRIES.	Religious Denominations.				Total Number of Pupils returned for Year ended Dec. 31, 1870.
	Established Church.	Roman Catholics.	Presbyterian	Other Denominations.	
<b>MUNSTER:</b>					
Clare, . . . .	211	30,517	23	.	30,751
Cork, . . . .	2,528	95,077	332	303	98,240
Kerry, . . . .	374	43,094	4	8	43,480
Limerick, . . . .	671	38,535	78	76	39,360
Tipperary, . . . .	885	40,762	85	61	41,793
Waterford, . . . .	315	15,275	52	50	15,692
Total, . . . .	4,984	263,260	574	498	269,316
<b>LEINSTER:</b>					
Carlow, . . . .	115	8,177	3	5	8,300
Dublin, . . . .	2,578	49,942	566	237	53,323
Kildare, . . . .	399	12,987	84	88	13,508
Kilkenny, . . . .	431	19,910	24	3	20,368
King's, . . . .	574	13,126	38	32	13,770
Longford, . . . .	466	12,530	73	9	13,018
Louth, . . . .	256	13,548	161	9	13,974
Meath, . . . .	655	10,381	85	5	17,126
Queen's, . . . .	406	12,482	21	.	13,909
Westmeath, . . . .	311	14,736	14	.	15,061
Wexford, . . . .	275	17,026	22	21	17,344
Wicklow, . . . .	539	12,084	6	12	12,641
Total, . . . .	7,005	202,929	1,097	371	211,402
<b>CONNAUGHT:</b>					
Galway, . . . .	447	42,017	90	27	42,581
Leitrim, . . . .	1,864	21,783	53	29	23,729
Mayo, . . . .	725	45,625	171	8	46,529
Roscommon, . . . .	453	33,289	32	.	33,774
Sligo, . . . .	846	20,783	143	98	21,870
Total, . . . .	4,335	163,497	489	162	168,483
<b>GRAND TOTAL,</b>					
	74,237	807,330	110,189	7,243	998,999
Per-centage, . . . .	7.44	80.82	11.02	0.72	—

22. At pages 10 and 11 we give a Table setting forth the Religious Denominations of the Pupils on the Rolls of those Schools from which returns have been received exhibiting a *mixed attendance of Protestant and Roman Catholic Pupils*, for the year 1870. Average number of pupils in mixed schools.

TABLE showing the RELIGIOUS DENOMINATIONS of the PUPILS on the Rolls  
Mixed Attendance of PROTESTANTS

COUNTIES AND PROVINCES.	Total No. of Schools.	Under Protestant Teachers.						Under		
		No. of Schools.	R.C.	R.C.	Pres.	Others.	Total.	No. of Schools.	R.C.	
ULSTER.										
Antrim, . . . .	305	309	11,359	4,798	34,630	1,644	52,431	68	340	
Armagh, . . . .	162	97	5,930	2,478	4,571	682	13,641	56	739	
Cavan, . . . . .	100	23	643	780	620	39	2,803	160	1,223	
Down, . . . . .	257	100	2,637	5,287	3,273	205	11,424	145	1,806	
Fermanagh, . . .	294	197	6,821	3,384	19,345	643	30,093	89	699	
Monaghan, . . .	120	32	2,033	818	121	46	3,018	85	2,445	
Londonerry, . .	208	136	3,031	3,230	8,192	345	14,808	65	484	
Monaghan, . . .	141	46	1,524	1,856	1,891	14	5,285	83	673	
Tyrone, . . . . .	281	125	4,384	3,327	5,561	367	13,839	149	2,184	
Total, . . . . .	2,047	1,073	38,592	25,978	78,416	3,055	146,041	910	10,304	
MUNSTER.										
Clare, . . . . .	71	-	-	-	-	-	-	70	209	
Cork, . . . . .	249	12	557	190	7	1	755	230	815	
Kerry, . . . . .	167	1	14	18	-	-	32	166	334	
Limerick, . . . .	76	2	76	6	86	7	125	70	287	
Tipperary, . . .	133	8	153	481	20	49	703	122	531	
Waterford, . . .	36	-	-	-	-	-	-	32	164	
Total, . . . . .	672	23	830	605	63	57	1,645	630	2,390	
LEINSTER.										
Carlow, . . . . .	30	-	-	-	-	-	-	30	116	
Dublin, . . . . .	96	10	590	137	188	67	1,002	63	294	
Kildare, . . . .	61	2	193	44	18	23	183	57	213	
Kilkenny, . . . .	50	3	79	155	9	-	243	45	160	
King's, . . . . .	55	1	86	82	4	5	127	59	225	
Longford, . . . .	52	7	222	143	66	-	431	45	184	
Louth, . . . . .	33	4	58	274	49	1	382	31	99	
Meath, . . . . .	88	5	132	63	73	-	268	81	334	
Queen's, . . . . .	50	3	164	126	-	-	300	55	227	
Westmeath, . . .	49	3	98	148	4	-	250	46	141	
Wexford, . . . .	63	1	42	2	3	6	53	61	193	
Wicklow, . . . .	55	5	154	70	5	1	239	47	258	
Total, . . . . .	693	44	1,690	1,283	414	103	3,498	611	2,433	
CONNAUGHT.										
Galway, . . . . .	93	2	11	166	4	-	181	88	342	
Leitrim, . . . . .	123	16	768	890	40	-	1,608	107	685	
Mayo, . . . . .	116	5	184	185	50	5	434	111	427	
Roscommon, . . .	86	2	73	188	-	-	264	83	334	
Sligo, . . . . .	95	3	35	147	61	1	244	89	540	
Total, . . . . .	513	28	1,076	1,584	155	6	2,821	478	2,518	
ULSTER, . . . . .										
MUNSTER, . . . . .										
LEINSTER, . . . . .										
CONNAUGHT, . . . . .										
GRAND TOTAL, . . . . .										

of 3,925 SCHOOLS from which Returns have been received, exhibiting a and ROMAN CATHOLICS, for the year 1870.

Roman Catholic Teachers.					Under Protestant and Roman Catholic Teachers.						COUNTIES AND PROVINCES.
R.C.	Pres.	Others.	Total.	No. of Schools	R.C.	R.C.	Pres.	Others.	Total.		
ULSTER.											
10,009	1,082	26	12,057	10	1,359	829	2,451	239	4,978	Antrim.	
8,702	290	14	9,745	9	732	598	580	88	1,989	Armagh.	
10,714	264	3	20,309	6	140	703	101	-	944	Cavan.	
17,087	800	81	19,354	4	121	544	25	18	708	Donegal.	
11,671	1,113	35	13,710	8	365	404	979	69	1,717	Down.	
7,596	56	4	10,101	3	263	14	59	63	399	Fermanagh.	
6,872	015	26	8,197	7	342	246	614	79	1,281	Londonderry.	
13,539	683	13	14,914	2	115	18	112	11	256	Monaghan.	
14,405	1,594	51	18,234	7	531	469	810	24	1,125	Tyrene.	
100,153	6,697	253	126,529	64	3,768	3,808	5,131	692	13,397		
MUNSTER.											
10,589	23	-	10,821	1	2	127	-	-	129	Clare.	
37,574	30	9	38,428	7	603	1,590	49	144	2,386	Cork.	
20,033	4	3	20,374	-	-	-	-	-	-	Kerry.	
12,247	11	15	12,510	4	278	712	31	57	1,058	Limerick.	
15,577	29	2	16,139	3	153	373	86	10	572	Tipperary.	
4,756	26	13	4,859	4	151	640	25	37	854	Waterford.	
100,778	123	42	103,231	19	1,186	3,442	142	228	4,958		
LEINSTER.											
3,830	3	5	3,853	-	-	-	-	-	-	Carlow.	
11,839	23	13	12,209	23	1,455	4,403	360	125	6,413	Dublin.	
8,414	22	-	8,559	2	83	92	39	15	199	Kildare.	
5,493	0	-	5,643	2	83	57	9	8	162	Kilkenny.	
8,773	13	-	6,910	4	177	118	21	10	326	King's.	
6,523	7	9	6,723	-	-	-	-	-	-	Longford.	
4,491	10	-	4,500	-	-	-	-	-	-	Louth.	
8,359	11	2	8,700	2	54	201	-	3	338	Meath.	
7,807	10	-	8,133	1	5	126	-	-	131	Queen's.	
5,515	10	-	5,606	-	-	-	-	-	-	Westmeath.	
0,807	16	7	0,613	1	40	7	3	8	68	Wexford.	
0,189	1	-	6,416	3	87	312	-	-	4,869	Wicklow.	
80,449	151	85	83,669	38	1,934	5,445	422	164	7,965		
CONNAUGHT.											
13,104	19	-	13,465	3	93	46	53	27	219	Galway.	
13,782	13	1	14,591	-	-	-	-	-	-	Leitrim.	
19,124	68	1	19,605	-	-	-	-	-	-	Mayo.	
18,816	32	-	14,172	1	51	122	-	-	173	Monaghan.	
18,898	21	9	14,468	3	175	16	50	81	381	Sligo.	
73,734	138	11	76,401	7	319	184	112	108	723		
109,195	6,697	253	126,529	64	3,768	3,808	5,131	692	13,397	ULSTER.	
100,778	123	42	103,231	19	1,186	3,442	142	228	4,958	MUNSTER.	
80,449	151	85	83,669	38	1,934	5,445	422	164	7,965	LEINSTER.	
73,734	138	11	76,401	7	319	184	112	108	723	CONNAUGHT.	
364,154	7,109	342	389,289	128	7,227	12,877	5,967	1,192	27,103	GRAND TOTAL.	

Average  
number of  
Protestant  
and Roman  
Catholic  
pupils in  
mixed  
schools.

23. The following analysis shows the *average* number of Protestant and Roman Catholic Pupils in each of the mixed Schools:—

A.—Under PROTESTANT Teachers.

	MIXED SCHOOLS.	Protestant Pupils.	R. C. Pupils.
Ulster, . . .	1,073	112·7	24·2
Munster, . . .	23	41·3	30·2
Leinster, . . .	44	50·3	29·1
Connaught, . . .	28	44·1	56·5

B.—Under ROMAN CATHOLIC and PROTESTANT Teachers conjointly.

	MIXED SCHOOLS.	Protestant Pupils.	R. C. Pupils.
Ulster, . . .	64	149·8	59·4
Munster, . . .	19	81·9	181·1
Leinster, . . .	38	66·8	143·3
Connaught, . . .	7	7·7	26·3

C.—Under ROMAN CATHOLIC Teachers.

	MIXED SCHOOLS.	Protestant Pupils.	R. C. Pupils.
Ulster, . . .	910	19	119·9
Munster, . . .	630	3·9	159·9
Leinster, . . .	611	4·3	131·6
Connaught, . . .	478	5·5	154·2

24. The pupils were in these mixed National schools distributed thus:—

125,365 Protestant pupils mixing with 29,540 Roman Catholic pupils in 1,168 schools, taught exclusively by Protestant teachers; giving to each school an average of 107·3 Protestant, and 25·3 Roman Catholic pupils.

14,226 Protestant pupils mixing with 12,867 Roman Catholic pupils in 128 schools, taught conjointly by Protestant and Roman Catholic teachers; giving to each school an average of 111·1 Protestant, and 100·6 Roman Catholic pupils.

25,076 Protestant pupils mixing with 364,154 Roman Catholic pupils in 2,629 schools, taught exclusively by Roman Catholic teachers; giving to each school an average of 9·5 Protestant, and 138·5 Roman Catholic pupils.

[TABLE.]

25. The following Table exhibits the RELIGIOUS DENOMINATIONS of PUPILS on Rolls of UNMIXED SCHOOLS for year ended 31st December, 1870.

COUNTIES AND PROVINCES.	Total Number of Schools.	Under Protestant Teachers.					Under Roman Catholic Teachers.		Total.
		No. of Schools.	No. of Pupils.—Protestants.				Number of Schools.	No. of Pupils.	
			E. C.	Pres.	Others.	Total.			
ULSTER.									
Antrim, . . . . .	110	85	2,257	10,685	643	13,585	24	6,867	6,867
Armagh, . . . . .	33	11	629	342	360	1,331	22	5,512	5,512
Cavan, . . . . .	61	4	183	21	61	265	57	6,367	6,367
Donegal, . . . . .	70	5	172	287	—	459	64	7,455	7,455
Down, . . . . .	66	50	993	5,072	173	6,238	16	2,651	2,651
Fermanagh, . . . . .	9	2	154	—	45	199	7	1,187	1,187
Londonderry, . . . . .	25	10	194	801	33	1,028	15	2,210	2,210
Monaghan, . . . . .	14	2	60	85	—	145	12	2,142	2,142
Tyrone, . . . . .	41	9	508	425	49	982	31	4,342	4,342
Total, . . . . .	429	179	5,140	17,738	1,312	24,190	248	38,641	38,641
MUNSTER.									
Clare, . . . . .	138	—	—	—	—	—	133	19,801	19,801
Cork, . . . . .	327	12	534	246	140	919	315	55,723	55,723
Kerry, . . . . .	150	1	26	—	5	31	149	23,043	23,043
Limerick, . . . . .	145	1	80	—	17	97	144	25,570	25,570
Tipperary, . . . . .	153	1	48	—	—	48	132	24,331	24,331
Waterford, . . . . .	79	—	—	—	—	—	79	9,879	9,879
Total, . . . . .	987	15	678	246	171	1,095	972	158,347	158,347
LEINSTER.									
Carlow, . . . . .	30	—	—	—	—	—	30	4,347	4,347
Dublin, . . . . .	131	4	249	5	32	286	127	33,414	33,414
Kildare, . . . . .	42	—	—	—	—	—	42	4,767	4,767
Kilkenny, . . . . .	118	2	109	—	—	109	116	14,215	14,215
King's, . . . . .	47	2	186	—	17	203	45	7,164	7,164
Longford, . . . . .	41	—	—	—	—	—	41	5,864	5,864
Louth, . . . . .	55	2	99	102	8	209	53	8,783	8,783
Meath, . . . . .	80	3	115	1	—	116	77	7,676	7,676
Queen's, . . . . .	26	1	70	2	—	72	25	4,333	4,333
Westmeath, . . . . .	33	2	72	—	—	72	31	9,073	9,073
Wexford, . . . . .	84	—	—	—	—	—	84	10,620	10,620
Wicklow, . . . . .	41	2	70	—	11	81	39	5,504	5,504
Total, . . . . .	788	10	920	110	68	1,098	770	115,752	115,752
CONNAUGHT.									
Galway, . . . . .	183	1	1	14	—	15	182	28,701	28,701
Leitrim, . . . . .	58	4	211	—	28	239	54	7,101	7,101
Mayo, . . . . .	147	3	114	68	2	184	144	26,206	26,206
Roscommon, . . . . .	113	—	—	—	—	—	113	19,165	19,165
Sligo, . . . . .	40	1	98	2	7	105	39	6,722	6,722
Total, . . . . .	541	9	422	84	37	543	532	87,995	87,995
ULSTER, . . . . .	429	179	5,140	17,738	1,312	24,190	248	38,641	38,641
MUNSTER, . . . . .	987	15	678	246	171	1,095	972	158,347	158,347
LEINSTER, . . . . .	788	10	920	110	68	1,098	770	115,752	115,752
CONNAUGHT, . . . . .	541	9	422	84	37	543	532	87,995	87,995
GRAND TOTAL, . . . . .	2,745	221	7,160	18,178	1,588	26,926	2,522	400,735	400,735

There are two schools—one with an unmixed attendance of 24 Roman Catholic pupils under a Protestant teacher, and one with an unmixed attendance of 76 Protestant pupils under a Roman Catholic and Protestant teacher conjointly.

26. In our Reports for the years 1866 and 1867, we entered at some length into the question of the success of the system as a mixed system of secular instruction. We, for the past year, consider it unnecessary to do more than publish the tables bearing upon this subject. They exhibit an increase of schools with a mixed attendance—the number of mixed schools being greater by 62 in the year 1870 than in 1869.

Literary  
classification  
of pupils.

VI.—27. We have received returns showing, as in the subjoined Table, the literary proficiency of 745,333 of the pupils on the rolls for the *last quarter* of the year 1870.

PROVINCES AND COUNTIES.	I. Book.	II. Book.	III. Book.	IV. and higher Books.	TOTAL.
<b>ULSTER.</b>					
Antrim, . . . . .	25,480	20,674	11,646	4,098	61,898
Armagh, . . . . .	10,038	8,039	4,009	1,526	23,612
Cavan, . . . . .	9,086	8,059	4,178	1,553	23,771
Donegal, . . . . .	13,469	9,976	4,464	1,695	29,604
Down, . . . . .	16,170	13,328	7,015	2,949	39,462
Fermanagh, . . . . .	4,403	4,151	2,001	577	11,224
Londonderry, . . . . .	7,003	7,240	3,058	1,715	20,516
Monaghan, . . . . .	6,719	6,219	3,182	1,157	17,277
Tyrone, . . . . .	12,325	9,745	5,006	1,866	28,842
Total, . . . . .	105,283	86,331	45,454	17,136	256,206
<b>MUNSTER.</b>					
Clare, . . . . .	8,090	8,945	4,879	2,334	24,248
Cork, . . . . .	27,527	25,748	13,539	7,133	73,947
Kerry, . . . . .	12,680	11,731	6,648	3,266	34,265
Limerick, . . . . .	10,690	10,074	5,448	3,923	30,135
Tipperrary, . . . . .	11,440	11,506	6,047	3,011	32,004
Waterford, . . . . .	5,254	3,918	2,079	926	12,177
Total, . . . . .	75,681	71,922	38,640	20,533	206,776
<b>LEINSTER.</b>					
Carlow, . . . . .	2,976	2,321	1,012	371	6,680
Dublin, . . . . .	17,572	10,490	5,003	2,845	35,910
Kildare, . . . . .	4,258	3,543	1,807	953	10,561
Kilkenny, . . . . .	6,402	5,549	2,636	1,418	16,005
King's, . . . . .	4,304	3,813	1,849	641	10,607
Longford, . . . . .	4,270	3,403	1,566	819	10,058
Louth, . . . . .	4,812	3,631	1,538	472	10,453
Meath, . . . . .	5,141	4,557	2,271	1,371	13,340
Queen's, . . . . .	4,063	3,644	1,828	816	10,151
Westmeath, . . . . .	4,288	4,214	2,026	887	11,415
Wexford, . . . . .	5,735	4,378	2,440	1,111	13,664
Wicklow, . . . . .	4,054	3,211	1,677	771	9,713
Total, . . . . .	67,875	52,754	25,453	12,475	158,557

[continued.]

TABLE showing the CLASSIFICATION of the PUPILS—continued.

PROVINCES AND COUNTRIES.	I. Book.	II. Book.	III. Book.	IV. and higher Books.	TOTAL.
<b>CONNAUGHT.</b>					
Galway, . . . . .	13,745	10,475	4,901	1,649	30,770
Leitrim, . . . . .	7,554	7,207	3,055	1,055	18,871
Mayo, . . . . .	14,067	11,838	8,442	1,636	32,983
Rooscommon, . . . . .	8,600	9,293	4,154	1,704	24,811
Sligo, . . . . .	6,430	6,040	2,742	1,127	16,339
Total, . . . . .	51,416	44,853	20,294	7,231	123,794
<b>ULSTER.</b>					
ULSTER, . . . . .	105,285	88,331	45,454	17,136	256,206
MUNSTER, . . . . .	75,681	71,922	38,640	20,533	206,776
LEINSTER, . . . . .	67,875	52,754	25,453	12,475	158,557
CONNAUGHT, . . . . .	51,416	44,853	20,294	7,231	123,794
Grand Total, . . . . .	300,257	257,860	129,841	57,375	745,333
Per-centage, . . . . .	40.3	34.6	17.4	7.7	-

VII.—28. The total amount of salaries, premiums, gratuities, and allowances paid by us in 1870 to the Principal Teachers, Assistants, Monitors, and Workmistresses in National Schools—including the Central and other Model Schools, and the payments to Organizing Teachers—was £285,775 18s. 8d. This sum includes £4,196 17s. 4d., school fees, apportioned to Teachers in Model Schools. The details for each species of service are given in our Financial Statement, hereto appended.

Total amount of salaries, gratuities, &c., paid in 1870.

VIII.—29. The amount received for books, school requisites, and apparatus, sold at reduced prices to National Schools in the year 1870, was £17,756 18s. 5d. The number of orders was 11,730; and the average amount of each order, £1 10s. 3½d.

Sale Stock Requisites.

30. The value of the grants of requisites and apparatus given as Free Stock to National Schools in 1870, was £2,641 5s. 11d. The number of grants was 636, the particulars of which are annexed.

Free Stock Requisites.

	£	s.	d.
205 Grants to Ordinary National Schools, including outstanding Grants from previous year, . . . . .	923	17	8
130 Grants to Model Schools, . . . . .	480	1	1
83 " Pupil-teachers and Monitors, . . . . .	236	10	1
16 " Teachers in Training, &c., . . . . .	548	15	6
44 " Schools under Organization, . . . . .	167	1	4
49 " Agricultural Schools, . . . . .	102	8	9
80 Grants of Music Requisites, . . . . .	80	0	0
29 " of Drawing Requisites, . . . . .	102	11	6
Total, 636	£2,641	5	11

B 2

Total number of children on the rolls of the Central Model Schools on 31st Dec., 1870, with their religious denominations.

IX.—31. The number of pupils on the rolls of our Model Schools in Marlborough-street upon the 31st of December, 1870, was—males, 1,157; females, 625; infants, 373; making a total of 2,155. This number includes 330 males in Night School.

32. The religious denominations of the pupils on the rolls of the Model Schools, Marlborough-street, at the end of the past year, are specified in the following return:—

	Males.	Females.	Infants.	Total.
Established Church, .	367	193	92	652
Roman Catholics, .	651	327	224	1,202
Presbyterians, .	94	66	33	193
Other Persuasions, .	38	31	23	92
Jews, . . . .	7	8	1	16
Total, . . . .	1,157	625	373	2,155

The number of pupils on the rolls at the corresponding period of 1869 was 1,870.

Number of Teachers trained in 1870.

X.—33. We trained during the year, and supported at the public expense, 284 Teachers, of whom 137 were males, and 147 females. We also trained, for the office of Teacher, 5 persons who supported themselves during their attendance at the Model Schools. The total number trained in 1870 was 289. Of the 284 Teachers trained during the year, 45 were of the Established Church, 145 were Roman Catholics, 78 were Presbyterians, and 16 were of other persuasions. The total number of male and female teachers trained from the commencement of our proceedings to the 31st December, 1870, is 8,678. We do not include in this last number those Teachers who, at the time of their training, were unconnected with National Schools.

Navigation teachers.

34. Besides the Teachers trained in the ordinary courses of literature, science, and school-keeping, during the past year, we caused an additional number of Teachers to be instructed in the principles of Navigation and the use of nautical instruments. In admitting Teachers to this department, we select those only who are possessed of the attainments necessary to profit by the special instruction given, and whose schools are the most favourably situated for the introduction of this branch of education.

Training-departments.

35. The establishments in which the Teachers, both male and female, attending at our Training Institution, are boarded and lodged, continue to be efficiently conducted. The inmates have been distinguished, as heretofore, for the general correctness of their conduct, for the maintenance of order and discipline, for the exercise of kindly feeling towards each other, and for the careful observance of their religious duties.

Number of Teachers in the Board's

XI.—36. We had in our service at the end of the year 1870, 6,395 Principal Teachers, 2,413 Assistants, and 394 Junior Lite-



rary and Industrial Assistants, making, in the whole, 9,202—service at end of 1870. of whom 3,525 are trained. We also had in our service, at the same period, 379 Workmistresses and Teachers of the higher industrial branches.

37. These teachers were classed as follows:—

Class.	Principals.		Assistants.		Junior Assistants.	Work-mistresses and Industrial Teachers.
	Males.	Females.	Males.	Females.		
1 <sup>st</sup> . . .	119	69	5	3	.	.
1 <sup>2</sup> . . .	129	103	7	8	.	.
1 <sup>3</sup> . . .	284	133	16	21	.	.
2 <sup>1</sup> . . .	605	362	33	78	.	.
2 <sup>2</sup> . . .	680	416	58	135	.	.
3 <sup>1</sup> . . .	1,444	616	214	666	.	.
3 <sup>2</sup> . . .	545	277	130	379	.	.
Probationers, .	342	175	253	412	394	.
Total, .	4,244	2,151	711	1,702	394	379
	6,395*		2,413*			

38. The number of Paid Monitors in our service in Ordinary National Schools was 4,176: First Class, 176; Senior, 3,469; and Junior, 531. Number of Paid Monitors in Board's service.

39. The following Table distinguishes the Males from the Females, and shows the number of each grade in each year of service:—

Year of Service.	First Class.		Senior.		Junior.	
	Males.	Females.	Males.	Females.	Males.	Females.
1st year, . .	14	73	489	718	99	118
2nd " . . .	13	76	414	592	100	100
3rd " . . .	.	.	202	440	53	61
4th " . . .	.	.	163	391	.	.
Total, .	27	149	1,328	2,141	252	279
	176		3,469		531	
	4,176					

40. The number of Teachers in receipt of Good Service Salary at end of year 1870, was 631; of whom 460 were males, and 171 females. Number of Teachers in receipt of Good Service salary.

\* This number is exclusive of the Teachers in Prison Schools, Lunatic Asylum Schools, and Workhouse Schools, in connexion with us; and also, of the Lay Teachers in Convent Schools—the former not being paid by our Board, and the latter being paid according to the average daily attendance in their respective schools.

41. The following Table exhibits the number in each Class, and term of Service completed since first classed :—

Class.	Males.			Females.		
	5 Years.	12 Years.	17 Years.	5 Years.	12 Years.	17 Years.
III <sup>1</sup> . . .	12	21	26	—	4	4
II <sup>2</sup> . . .	2	11	29	1	9	7
II <sup>1</sup> . . .	12	42	70	4	9	20
I <sup>3</sup> . . .	10	20	64	5	12	18
I <sup>2</sup> . . .	2	19	49	2	9	30
I <sup>1</sup> . . .	1	16	54	—	12	25
Total, .	39	129	292	12	55	104
	460			171		
	631					

Scales of salaries, &c.

42. In our "Rules and Regulations," published in the Appendix, we give the scales of salaries allowed to the several grades of Teachers in connexion with us; also, the various gratuities awarded for special services rendered by the Teachers in the training and instruction of their pupils. These special gratuities are conferred on a large number of the Teachers, and have had the effect of stimulating the whole body to increased energy and devotion in the discharge of their school duties.

Local emoluments of Teachers.

XII.—43. We have had set forth, in counties and provinces, the amount of local emoluments received in aid of salaries of teachers of National Schools (excluding Workhouse Schools, Prison Schools, Lunatic Asylum Schools, and Closed or Suspended Schools) during the year 1870, with the average for each school, and for each pupil in daily average attendance.

AMOUNT of LOCAL EMOLUMENTS received in aid of Salaries of Teachers of National Schools in 1870.

PROVINCES AND COUNTIES.	Payments by Pupils.	Subscriptions, &c., &c.	Total.	No. of Schools.	No. of Pupils.	Average per School.	Average per Pupil.
	£ s. d.	£ s. d.	£ s. d.			£ s. d.	s. d.
<b>ULSTER:</b>							
Antrim, . . .	6,611 4 0	895 12 11	7,506 17 11	561	28,047	14 19 8	5 2
Armagh, . . .	1,597 6 0	708 3 1	2,305 9 1	139	10,891	11 11 8	4 2
Cavan, . . .	760 13 8	142 10 0	901 3 8	243	9,688	3 8 7	1 9
Down, . . .	1,167 12 0	517 9 8	1,685 2 4	324	12,161	5 0 3	2 8
Fermanagh, . . .	4,360 0 0	1,015 1 0	5,375 1 0	362	19,925	14 16 11	5 4
Londonderry, . . .	522 18 3	68 0 0	590 18 3	120	4,768	4 13 11	2 6
Monaghan, . . .	1,726 15 4	1,483 6 3	3,210 1 7	230	9,789	13 19 1	6 0
Tyrone, . . .	783 14 10	289 17 7	1,073 13 3	151	6,841	6 16 10	3 0
<b>Total,</b>	<b>19,912 5 2</b>	<b>5,774 11 8</b>	<b>24,786 16 10</b>	<b>2,460</b>	<b>115,630</b>	<b>10 0 16</b>	<b>4 3</b>
<b>MUNSTER:</b>							
Clare, . . .	1,566 0 8	82 0 0	1,648 0 8	196	11,217	7 19 3	2 8
Cork, . . .	8,349 12 10	715 18 6	9,065 11 4	566	40,480	10 0 0	2 9
Kerry, . . .	1,824 4 10	285 4 4	2,109 9 2	257	18,204	8 2 7	2 3
Limerick, . . .	2,846 16 8	432 10 0	3,279 6 8	215	15,939	15 5 0	4 1
Tipperary, . . .	2,629 7 4	597 18 11	3,227 6 3	278	15,734	11 14 8	4 1
Waterford, . . .	1,080 11 11	330 17 8	1,407 9 2	111	6,300	12 13 7	4 5
<b>Total,</b>	<b>15,244 13 10</b>	<b>2,384 9 0</b>	<b>17,629 2 10</b>	<b>1,620</b>	<b>107,866</b>	<b>10 12 7</b>	<b>3 2</b>
<b>LEINSTER:</b>							
Carlow, . . .	205 14 11	21 18 0	317 12 11	61	3,064	5 4 1	2 0
Dublin, . . .	2,850 14 7	1,383 9 2	4,234 3 9	219	18,732	19 0 8	4 6
Kildare, . . .	748 15 1	84 0 0	832 15 1	100	5,083	8 8 1	3 3
Kilkenny, . . .	957 14 6	227 17 2	1,185 11 8	164	6,051	7 4 7	2 11
King's, . . .	738 12 1	118 5 0	856 17 1	89	4,918	9 4 2	3 0
Longford, . . .	283 14 10	82 13 2	365 13 2	90	4,114	4 8 7	1 9
Louth, . . .	537 4 5	240 12 2	777 16 7	88	4,804	0 10 4	3 5
Meath, . . .	781 15 4	319 9 10	1,101 5 2	163	6,305	6 13 5	3 5
Queen's, . . .	545 9 2	251 0 0	796 9 2	91	4,783	8 15 0	3 3
Westmeath, . . .	519 9 3	141 4 0	660 13 3	127	5,131	5 4 6	2 6
Wexford, . . .	763 17 4	89 6 6	853 2 10	144	6,133	5 19 2	2 9
Wicklow, . . .	590 9 2	465 0 0	1,055 9 2	94	4,582	11 5 10	4 7
<b>Total,</b>	<b>9,732 10 8</b>	<b>3,429 15 9</b>	<b>13,162 6 5</b>	<b>1,442</b>	<b>75,766</b>	<b>8 2 10</b>	<b>3 5</b>
<b>CONNAUGHT:</b>							
Galway, . . .	1,103 9 6	230 10 0	1,333 19 6	270	13,228	4 18 9	2 0
Leitrim, . . .	439 1 4	283 6 0	722 10 0	101	7,668	3 19 10	1 10
Mayo, . . .	950 1 0	448 17 4	1,400 18 4	261	13,165	5 7 3	2 1
Roscommon, . . .	780 5 0	250 3 4	1,030 8 10	195	10,131	5 6 7	2 0
Sligo, . . .	611 0 4	221 4 5	832 4 9	108	6,988	8 0 7	2 4
<b>Total,</b>	<b>3,980 17 8</b>	<b>1,434 8 9</b>	<b>5,415 1 5</b>	<b>1,045</b>	<b>51,239</b>	<b>5 2 1</b>	<b>2 0</b>
<b>Grand Total,</b>	<b>47,910 7 4</b>	<b>13,623 0 2</b>	<b>60,533 7 6</b>	<b>6,579</b>	<b>359,443</b>	<b>9 4 1</b>	<b>3 5</b>

44. The total amount received by the teaching-staff of the schools in connexion with our Board for the year 1870, appears to have been £342,512 8s. 10d.—only 17·7 per cent. of this sum having been locally provided, whilst the large proportion of 82·3 per cent. was derived from the funds placed at our disposal by the State.

XIII.—45. The number of Workhouse Schools in connexion with us on the 31st December, 1870, was 147. Of these schools 84 are in Ulster, 49 in Munster, 35 in Leinster, and 29 in Connaught.

46. The total number of pupils appearing on the rolls of these 147 Workhouse Schools, for the year ending 31st December, 1870, was 17,250, and the average daily attendance, 8,399.

Attendance  
at District  
and Minor  
Model  
Schools.

XIV.—47. The number of District and Minor Model Schools in operation at the end of the year was 27—including the Central or Metropolitan District. These schools continue to maintain their high character.

48. The total number of pupils on the rolls of these schools for the year ended the 31st of December, 1870, was 17,700, and the average daily attendance for the same period, 8,162. The numbers for the year 1869 were 17,507 on rolls, and 8,136 in average daily attendance. In the following Table the total number on the rolls is divided into males, females, and infants:—

County.	Number.	Name of School.	No. of Pupils on the Rolls for the year ended 31st December, 1870.				Average daily attendance for the year ended 31st Dec., 1870.
			Males.	Females.	Infants.	Total.	
Dublin, .	1	Metropolitan:					
"		Central, . . .	1,972	1,188	712	3,822	1,504
"		Indicore, . . .	155	98	121	374	160
"		West Dublin, . .	355	206	199	760	327
Antrim, .	2	Belfast, . . .	1,255	722	468	2,445	1,080
"	3	Ballymena, . . .	184	131	84	399	214
Armagh, .	4	Newry, . . . . .	182	189	143	514	251
Cavan, . .	5	Bailieborough, . .	211	181	71	463	217
Down, . .	6	Newtownards, . .	236	174	146	556	290
Fermanagh, .	7	Enniskillen, . . .	188	101	110	399	213
Londonderry, .	8	Coleraine, . . . .	112	118	63	293	163
"	9	Londonderry, . . .	332	200	176	708	372
Cork, . . .	10	Dunmanway, . . .	227	303	—	620	280
"	11	Cork, . . . . .	318	298	238	854	379
Limerick, .	12	Limerick, . . . . .	225	128	140	493	246
Tipperary, .	13	Clonmel, . . . . .	157	97	66	320	126
Waterford, .	14	Waterford, . . . .	154	156	130	440	188
Kildare, . .	15	Athy, . . . . .	105	94	68	267	117
Kilkenny, .	16	Kilkenny, . . . . .	85	67	62	214	97
Meath, . . .	17	Trim, . . . . .	203	32	54	289	136
Wexford, . .	18	Enniscorthy, . . .	58	53	51	162	84
Galway, . .	19	Galway, . . . . .	101	53	65	219	112
Sligo, . . .	20	Sligo, . . . . .	143	98	90	331	179
Antrim, . .	21	Ballymoney (Minor),	150	114	99	363	190
"	22	Carrickfergus, . .	151	105	120	376	201
Armagh, . .	23	Lurgan, . . . . .	369	149	155	673	353
Monaghan, .	24	Monaghan, . . . .	130	126	90	346	173
Tyrone, . .	25	Omagh, . . . . .	173	157	154	484	242
"	26	N.-T.-Stewart, . .	94	76	80	250	132
King's, . .	27	Parsonstown, . . .	108	88	70	266	136
		Total, . . . . .	8,133	5,542	4,025	17,700	8,162

Religious  
Denominations.

49. We have obtained returns showing the religious denominations of the 17,700 pupils on the rolls of the Metropolitan, and the

District and Minor Model Schools, for the year ended the 31st December, 1870. It appears that 6,004 were of the Established Church, 5,532 were Roman Catholics, 4,917 were Presbyterians, and 1,247 belonged to other religious persuasions. In the subjoined tabulation of these returns, we include the schools of the Central or Metropolitan district.

RELIGIOUS DENOMINATIONS of the PUPILS on the Rolls of the Model Schools, for the year ended the 31st December, 1870.

COUNTY.	Roll No.	School.	No. of Pupils on the Rolls for the year ended 31st Dec., 1870.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Persuasions.
DUBLIN,		METROPOLITAN: CENTRAL MODEL.					
	752	Male, No. 1,	1,276	399	762	80	35
	8653	Do., No. 2,	201	60	94	40	7
	8654	Do., No. 3,	126	30	85	8	3
	8655	Do., No. 4,	151	55	81	10	5
	8656	Do., No. 5,	218	54	146	12	6
	753	Female, No. 1,	733	229	392	81	31
	8657	Do., No. 2,	175	46	108	10	11
	8658	Do., No. 3,	106	27	63	10	6
	8659	Do., No. 4,	124	37	82	4	1
	1795	Infant, . . .	712	170	443	68	31
		Total, . . .	3,822	1,107	2,256	323	136
		WEST DUBLIN.					
	5640	Male, . . .	355	19	328	8	.
	5641	Female, . . .	206	13	189	4	.
	5642	Infant, . . .	199	11	181	7	.
		Total, . . .	760	43	698	19	.
		INCHICORE RAILWAY.					
	6978	Male, . . .	155	58	89	6	2
	6979	Female, . . .	98	35	58	3	2
	6980	Infant, . . .	121	45	72	4	.
		Total, . . .	374	138	219	13	4
ANTHIM,		BELFAST.					
	6963	Male, . . .	1,255	352	99	686	118
	6964	Female, . . .	722	228	32	389	73
	6965	Infant, . . .	468	148	19	262	39
		Total, . . .	2,445	728	150	1,337	230
		BALLYMENA.					
	5621	Male, . . .	184	33	6	127	18
	5622	Female, . . .	131	32	1	89	9
	5623	Infant, . . .	84	12	5	59	8
		Total, . . .	399	77	12	275	35

[continued.]

## RELIGIOUS DENOMINATIONS OF PUPILS ON ROLLS OF MODEL SCHOOLS.

COUNTY.	Roll No.	School.	No. of Pupils on the Rolls for the year ended 31st Dec., 1870.	Religious Denominations.			
				Established Church.	R. Catholics.	Presbyterian.	Other Protestant.
ARMAGH, .	{	NEWRY.					
		5624 Male, . . .	182	56	35	79	12
		5625 Female, . . .	189	63	21	89	16
		5626 Infant, . . .	143	56	19	55	13
		Total, . . .	514	175	75	223	41
CAYAN, .	{	BAILEBOROUGH.					
		5627 Male, . . .	211	52	109	50	.
		5628 Female, . . .	181	46	97	38	.
		8514 Infant, . . .	71	25	30	16	.
		Total, . . .	463	123	236	104	.
DOWN, .	{	NEWTOWNARDS.					
		7774 Male, . . .	236	24	5	177	30
		7775 Female, . . .	174	21	3	132	18
		7776 Infant, . . .	146	17	4	112	13
		Total, . . .	556	62	12	421	61
FERMANAGH, .	{	ENNISKILLEN.					
		9071 Male, . . .	188	132	3	22	31
		9072 Female, . . .	101	63	3	19	16
		9073 Infant, . . .	110	68	8	16	16
		Total, . . .	399	263	14	59	63
LONDONDERRY, .	{	COLERAINE.					
		5618 Male, . . .	112	23	11	68	10
		5619 Female, . . .	118	24	16	71	7
		5620 Infant, . . .	63	9	6	42	6
		Total, . . .	293	56	33	161	23
Do., .	{	LONDONDERRY.					
		7660 Male, . . .	332	101	7	199	25
		7691 Female, . . .	200	58	3	120	19
		7692 Infant, . . .	176	59	8	91	18
		Total, . . .	708	218	18	410	62
CORK, .	{	DUNMANWAY.					
		5636 Male, . . .	227	14	210	.	3
		5637 Female, . . .	393	19	374	.	.
		Total, . . .	620	33	584	.	3
Do., .	{	CORK.					
		8951 Male, . . .	318	207	47	20	44
		8952 Female, . . .	298	178	56	18	46
		8953 Infant, . . .	238	146	30	11	51
		Total, . . .	854	531	133	49	141
LIMERICK, .	{	LIMERICK.					
		6950 Male, . . .	228	113	70	17	25
		6951 Female, . . .	128	82	23	8	15
		6952 Infant, . . .	140	94	30	13	3
		Total, . . .	496	289	123	38	43

[continued.]

## RELIGIOUS DENOMINATIONS OF PUPILS ON ROLLS OF MODEL SCHOOLS.

COUNTY.	Roll No.	School.	No. of Pupils on the Rolls for the year ended 31st Dec., 1870.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Denominations.
TIPPERARY, .	5633	CLOMMEL.					
		Male, . . .	157	48	99	7	3
		Female, . . .	97	32	36	22	7
		Infant, . . .	66	32	23	8	3
		Total, . . .	320	112	158	37	13
WATERFORD, .	6974	WATERFORD.					
		Male, . . .	154	80	42	8	24
		Female, . . .	156	51	65	7	13
		Infant, . . .	130	47	58	12	13
		Total, . . .	440	178	185	27	50
KILDARE, .	6209	ATHY.					
		Male, . . .	105	40	37	21	7
		Female, . . .	94	43	25	18	8
		Infant, . . .	68	48	2	11	7
		Total, . . .	267	131	64	50	22
KILKENNY, .	6981	KILKENNY.					
		Male, . . .	85	52	23	7	3
		Female, . . .	67	31	34	2	.
		Infant, . . .	62	31	26	5	.
		Total, . . .	214	114	83	14	3
MEATH, .	5630	TRIL.					
		Male, . . .	203	36	164	.	3
		Female, . . .	32	24	6	.	2
		Infant, . . .	54	23	31	.	.
		Total, . . .	289	83	201	.	5
WEXFORD, .	7784	ENNECORTHY.					
		Male, . . .	58	40	7	3	8
		Female, . . .	53	42	2	3	6
		Infant, . . .	51	37	2	9	3
		Total, . . .	162	119	11	15	17
GALWAY, .	6212	GALWAY.					
		Male, . . .	101	41	31	15	14
		Female, . . .	53	23	3	21	6
		Infant, . . .	65	29	12	17	7
		Total, . . .	219	93	46	53	27
SLIGO, .	8206	SLIGO.					
		Male, . . .	143	83	5	25	30
		Female, . . .	98	39	10	15	34
		Infant, . . .	90	53	1	19	17
		Total, . . .	331	175	16	59	81

[continued.]

## RELIGIOUS DENOMINATIONS of PUPILS on Rolls of Model Schools.

County.	Roll No.	School.	No. of Pupils on the Rolls for the year ended 31st Dec., 1870.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Denominations.
ANTRIM,	{	BALLYMONEY (MINOR).					
		6737 Male, . . .	150	22	1	123	4
		6738 Female, . . .	114	13	5	91	5
		6739 Infant, . . .	99	17	1	81	.
		Total, . . .	363	52	7	295	9
Do. . .	{	CARRICKFERGUS (MINOR).					
		7753 Male, . . .	151	33	4	89	25
		7754 Female, . . .	105	21	2	67	15
		7755 Infant, . . .	120	27	1	67	25
		Total, . . .	376	81	7	223	65
ARMAGH, .	{	LURGAN (MINOR).					
		8540 Male, . . .	369	233	33	84	19
		8541 Female, . . .	149	82	1	53	13
		8542 Infant, . . .	155	80	5	54	16
		Total, . . .	673	395	39	191	48
MONAGHAN,	{	MONAGHAN (MINOR).					
		7751 Male, . . .	130	66	8	48	8
		7752 Female, . . .	126	49	10	64	3
		7854 Infant, . . .	90	55	8	27	.
		Total, . . .	346	170	26	139	11
TYRONE, .	{	OMAGH (MINOR).					
		7853 Male, . . .	173	79	8	72	14
		8178 Female, . . .	157	69	12	66	10
		8179 Infant, . . .	154	79	4	53	18
		Total, . . .	484	227	24	191	42
Do. . .	{	N.-T.-STEWART (MINOR).					
		7758 Male, . . .	94	26	1	67	.
		7759 Female, . . .	76	29	.	47	.
		8694 Infant, . . .	80	36	3	39	2
		Total, . . .	250	91	4	153	2
KING'S COUNTY,	{	PARSONSTOWN (MINOR).					
		7949 Male, . . .	108	42	51	10	5
		7950 Female, . . .	88	57	22	5	4
		7951 Infant, . . .	70	41	25	3	1
		Total, . . .	266	140	98	18	10
Grand Total,			17,700	6,004	5,532	4,917	1,247
Per-centage,			-	33.9	31.3	27.8	7.0



XVI.—50. The total number of School Farms in connexion with us on the 31st December, 1870, was 147—of which 21 were School Farms of the First Class, under the exclusive management of our Board, and 16 were School Farms of the First Class, under local management. Of the remaining number, 100 were ordinary School Farms, and 10 were School Gardens—one of the latter being under our own management.

51. The following is a list of the School Farms of the First Class:—

No. 1.—Twenty-one SCHOOL FARMS of the FIRST CLASS under EXCLUSIVE MANAGEMENT of our BOARD. First Class Farms under management of our Board.

County.	School.	County.	School.
Antrim, .	. Ballymoney.	Limerick, .	. Tervoe.
" .	. Ulster (Belfast).	" .	. Mt. Trenchard.
Cavan, .	. Bailieboro'.	Tipperary, .	. Kyle Park.
Donegal, .	. Templedouglass.	" .	. Derrycastle.
" .	. Dunlewey.	" .	. Gormanstown.
Monaghan, .	. Bath.	Dublin, .	. Albert (Glasnevin).
Cork, .	. Dunmanway.	Kildare, .	. Athy.
" .	. Glandore.	Kilkenny, .	. Woodstock.
" .	. Farraly.	" .	. Kilkenny.
" .	. Munster (Cork).	Leitrim, .	. Leitrim.
Limerick, .	. Limerick (Mangret).		

No. 2.—Sixteen SCHOOL FARMS of the FIRST CLASS under LOCAL MANAGEMENT. First Class Farms under management of Local Patrons.

County.	School.	County.	School.
Antrim, .	. Ballycarry.	Waterford, .	. Glengarra.
" .	. Larne.	Carlow, .	. Garryhill.
Fermanagh, .	. Carrick.	Kilkenny, .	. Piltowa.
Monaghan, .	. Cornagilta.	King's, .	. Rahan.
Tyrone, .	. Loughash.	Meath, .	. Woodpole.
Clare, .	. Fenle.	Galway, .	. Ballinaskill.
" .	. Cahersheekin.	" .	. Clonkomekeryl.
" .	. Sallybank.	Roscommon, .	. Glandaff.

Summary  
of Agri-  
cultural  
School  
Farms.

52. The following is a Classified Summary of the School Farms in the several Counties of Ireland, on the 31st December, 1870:—

Counties.	School Farms.				Counties.	School Farms.			
	First Class.	Ordinary.	School Gardens.	Total.		First Class.	Ordinary.	School Gardens.	Total.
1. Antrim, .	4	.	.	4	16. Carlow, .	1	.	.	1
2. Armagh, .	.	3	1	4	17. Dublin, .	1	.	1	2
3. Cavan, .	1	6	.	7	18. Kildare, .	1	4	.	5
4. Donegal, .	2	11	3	16	19. Kilkenny, .	3	3	.	6
5. Down, .	.	1	.	1	20. King's, .	1	.	.	1
6. Fermanagh, .	1	3	.	4	21. Longford, .	.	3	1	4
7. Londonderry, .	.	.	.	.	22. Louth, .	.	.	.	.
8. Monaghan, .	2	3	.	5	23. Meath, .	1	2	.	3
9. Tyrone, .	1	4	1	6	24. Queen's, .	.	2	.	2
Total, Ulster, .	11	31	5	47	25. Westmeath, .	.	1	.	1
					26. Wexford, .	.	.	.	.
					27. Wicklow, .	.	1	.	1
10. Clare, .	3	7	.	10	Total, Leinster, .	8	16	2	26
11. Cork, .	4	4	.	8	28. Galway, .	2	4	.	6
12. Kerry, .	.	3	.	3	29. Leitrim, .	1	3	.	4
13. Limerick, .	3	1	.	4	30. Mayo, .	.	13	2	15
14. Tipperary, .	3	.	.	3	31. Roscommon, .	1	6	1	8
15. Waterford, .	1	2	.	3	32. Sligo, .	.	10	.	10
Total, Munster, .	14	17	.	31	Total, Connaught, .	4	36	3	43
					Grand Total, .	37	100	10	147

Number of  
School  
Farms,  
from 1852  
to 1870.

53. The following Table shows the number of School Farms in the years 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, and 1870:—

YEAR.	Number of School Farms in each Year.				
	First Class.	Ordinary.	School Gardens.	Workhouse.	Total.
1852, . . .	27	39	3	23	92
1853, . . .	33	43	3	50	129
1854, . . .	35	47	3	70	155
1855, . . .	37	46	3	79	165
1856, . . .	37	51	3	77	168
1857, . . .	39	48	3	76	166
1858, . . .	42	47	3	64	156
1859, . . .	38	45	2	58	143
1860, . . .	36	42	2	41	121
1861, . . .	36	39	2	43	120
1862, . . .	36	48	3	47	134
1863, . . .	36	50	3	.	89
1864, . . .	36	55	3	.	94
1865, . . .	38	62	4	.	104
1866, . . .	38	66	5	.	109
1867, . . .	38	69	5	.	112
1868, . . .	38	80	6	.	124
1869, . . .	39	90	6	.	135
1870, . . .	37	100	10	.	147

\* Since the 1st April, 1863, in accordance with the wishes of Her Majesty's Government, we have ceased to give assistance to agricultural departments of Workhouse National schools.

54. The next Table shows the number of New Teachers appointed to our service during the year 1870, derived from the office records, checked by the returns of the Inspectors:—

No. of District, and Name of Centre.	In Model Schools.						Ordinary.				Convent.				Teacher not as- signed.		Total.
	Pupil Teachers.		Paid Monitors.		Pupils only.		Paid Monitors.		Pupils only.		Paid Monitors.		Pupils only.		Teacher not as- signed.		
	Principal.	Assistant.	Principal.	Assistant.	Principal.	Assistant.	Principal.	Assistant.	Principal.	Assistant.	Principal.	Assistant.	Principal.	Assistant.	Principal.	Assistant.	
1. Letterkenny, . . .	2	-	-	-	-	-	3	1	2	2	-	-	-	-	3	2	20
2. Londonderry, . . .	1	-	2	-	-	-	2	-	5	3	-	-	-	-	1	-	14
3. Ceterline, . . .	1	-	-	-	2	-	1	4	-	3	-	-	-	-	-	-	11
4. Ballymena, . . .	3	1	2	2	1	1	1	2	3	4	-	-	-	-	-	-	21
5. Donegal, . . .	-	-	-	-	-	-	1	2	2	-	-	-	-	-	-	1	13
6. Strabane, . . .	1	-	-	-	-	-	1	-	4	-	-	-	-	-	1	-	7
7. Maghera, . . .	4	-	-	-	-	-	2	2	5	2	-	-	-	-	-	-	16
8. Belfast, North, . . .	-	1	1	4	-	-	2	1	8	5	5	1	-	-	-	1	27
9. Belfast, South, . . .	2	2	-	2	-	-	-	-	16	4	4	-	-	-	-	-	30
10. Newtownards, . . .	3	-	1	2	-	2	2	2	12	-	1	2	-	-	3	-	29
11. Lurgan, . . .	1	-	-	2	-	-	1	1	6	3	-	-	-	-	3	-	23
12. Sligo, . . .	-	-	-	-	-	-	-	1	1	2	1	-	1	-	-	-	7
13. Enniskillen, . . .	1	-	-	-	2	-	2	1	2	-	-	-	-	-	2	-	10
14. Omagh, . . .	-	-	-	-	-	-	3	-	-	7	-	-	-	-	2	-	12
15. Dungannon, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14
16. Armagh, . . .	1	-	-	-	-	-	-	4	2	3	-	2	-	-	5	2	19
17. Downpatrick, . . .	1	-	-	-	-	2	1	3	-	7	-	-	-	-	-	-	14
18. Monaghan, . . .	-	-	-	-	2	-	3	2	5	4	-	1	-	-	-	-	13
19. Newry, . . .	-	-	-	1	-	3	-	1	-	2	1	1	1	-	-	-	10
20. Ballina, . . .	-	-	-	-	-	-	2	1	7	1	1	-	-	-	-	-	12
21. Swinford, . . .	-	-	-	-	-	-	3	4	-	12	-	1	-	-	-	-	13
22. Boyle, . . .	-	-	-	-	-	4	4	5	1	4	-	-	-	-	-	-	14
23. Cavan, . . .	-	-	-	-	-	-	-	2	-	1	1	-	-	-	-	-	4
24. Ballisborough, . . .	-	-	-	2	-	1	-	1	1	-	-	-	-	-	-	-	5
25. Drogheda, . . .	-	-	-	-	-	-	2	-	1	-	1	-	-	-	-	-	4
26. Westport, . . .	-	-	-	-	-	-	2	1	4	7	-	-	-	-	1	1	16
27. Roscommon, . . .	-	-	-	-	-	-	1	1	1	3	2	-	-	-	-	-	8
28. Longford, . . .	1	-	-	-	-	-	1	2	2	6	-	-	-	-	-	-	12
29. Trim, . . .	-	-	-	-	1	-	1	2	-	-	-	-	1	-	-	-	5
30. Dublin, North, . . .	2	2	1	-	-	-	1	6	-	-	-	5	-	-	-	-	16
31. Ballymore, . . .	-	-	-	-	-	-	4	-	-	2	-	-	7	-	1	-	14
32. Tuam, . . .	-	-	-	-	-	-	1	2	2	2	-	-	-	1	-	-	8
33. Mullingar, . . .	-	-	-	-	-	-	2	2	3	2	1	-	-	1	2	1	14
34. Galway, . . .	1	-	-	-	-	-	-	1	4	-	1	1	-	-	-	-	8
35. Ballinasloe, . . .	1	-	-	-	-	-	2	2	3	1	2	-	-	-	-	-	11
36. Parsonstown, . . .	1	1	-	1	-	-	1	2	2	2	1	1	-	-	1	-	13
37. Celbridge, . . .	-	-	-	-	-	-	2	7	-	-	1	-	-	-	1	-	11
38. Dublin, South, . . .	2	-	-	-	1	-	1	2	-	-	1	1	-	-	-	-	6
39. Carlow, . . .	-	-	-	-	-	-	4	-	5	-	-	1	-	-	-	-	10
40. Bray, . . .	-	-	-	-	-	-	2	5	-	1	-	-	1	-	1	-	10
41. Portlinton, . . .	-	-	-	-	-	-	-	-	-	-	-	1	-	-	4	-	5
42. Gort, . . .	-	-	-	-	-	-	3	-	-	3	-	3	-	-	-	1	10
43. Thurles, . . .	-	-	-	-	-	-	2	3	-	1	-	1	-	-	-	-	8
44. Athy, . . .	-	-	-	-	-	-	2	1	2	2	1	-	-	-	1	-	10
45. Ennis, . . .	-	-	-	-	-	-	-	9	4	5	-	1	-	-	2	-	22
46. Tipperary, . . .	-	-	-	-	-	-	1	12	-	-	-	1	-	-	-	-	20
47. Kilkenny, . . .	1	1	-	-	-	-	6	2	-	1	-	-	-	-	-	-	10
48. Youghal, . . .	1	-	-	-	-	-	1	4	-	-	1	5	-	-	-	-	12
49. Waterford, . . .	-	-	-	-	-	-	1	2	1	4	-	-	-	-	-	-	8
50. Bankeorthy, . . .	-	-	-	-	1	-	1	1	-	-	-	-	1	-	1	-	5
51. Limerick, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4
52. Newcastle, West, . . .	-	2	-	-	-	-	-	-	-	-	1	-	-	-	1	2	6
53. Clonmel, . . .	-	-	-	-	-	-	-	2	1	1	-	1	-	-	1	1	8
54. Tralee, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16
55. Mallow, . . .	-	-	-	-	2	0	-	1	-	-	-	-	-	-	-	-	12
56. Kilmarnock, . . .	-	-	-	-	-	-	1	11	-	3	-	2	-	-	-	-	17
57. Kilmarnock, . . .	-	-	-	-	-	11	1	2	-	1	1	7	-	-	-	-	22
58. Bantry, . . .	-	-	-	-	1	-	3	2	4	6	2	2	-	-	-	-	22
59. Dunmanway, . . .	-	1	1	-	-	-	-	1	3	-	3	-	-	-	1	-	10
60. Cork, . . .	1	1	-	1	-	-	-	5	-	1	-	3	-	-	1	2	15
Total, . . .	32	19	11	17	14	35	34	176	94	125	20	45	12	3	43	14	781
	121						459				80				57		

\* This number includes thirty-four Teachers in three Districts, not distributed under the above headings—no returns of their antecedents having been received.

It thus appears that the number of new teachers who entered the service of the Board in 1870 was 781. The net increase to the number of schools in active operation was only 99, which shows that the vast majority of the new teachers entered the service to fill up vacancies caused by retirement or death, or, in some instances, to occupy additional assistantships created during the year. Yet this number exhibits a still further improvement upon the condition of former years, showing that the occupation of the teacher is assuming, in a slight degree, a more attractive and permanent character. Five years ago the number of new teachers required for the service of the schools was as high as 995. The average for the three years ending with 1865 was 913.

Only a few of the new teachers had been previously trained in the Training Establishment in Dublin. But owing to the operation of the monitorial system in the ordinary schools, and to the pupil-teacherships in the model schools, upwards of 50 per cent., as in 1869, of the new teachers had received some preparation of a technical character for their office. Of the total number, 781, we find that 690 were pupils at National schools, and, of these, 407 served as pupil-teachers or paid monitors.

55. The District Inspectors are required to devote one of their inspections in every school to the examination of each pupil present, in as many of the subjects of instruction as time and circumstances will permit. At the other inspections the Inspectors are at liberty to use their discretion in selecting the classes and subjects of examination, and we have no doubt that generally they use this discretion wisely. Besides the *ordinary inspections*, the Inspectors pay *incidental visits* to the schools. These visits have a salutary influence on the conduct of the teachers, and on the discipline of the schools. In 57 Districts the pupils of 5,619 schools were examined individually, and the results of their examination are as follow:—

There were examined in READING:

Males, . . . .	147,190
Females, . . . .	146,719
Total, . . . .	293,909

Able to read First Book:

Males, . . . .	89,572
Females, . . . .	88,627

Able to read Second Book:

Males, . . . .	87,276
Females, . . . .	86,907

Able to read Third or higher Book:

Males, . . . .	27,343
Females, . . . .	26,580

Total, . . . . 206,305

There were examined in WRITING:

Males, . . . .	86,632
Females, . . . .	84,885
Total, . . . .	171,517

Able to Write fairly:

Males, . . . .	88,835
Females, . . . .	87,280

Able to Write with ease and freedom:

Males, . . . .	11,732
Females, . . . .	11,039

Total, . . . . 98,946

There were examined in WRITING  
from DICTATION:

Males, . . . .	54,579
Females, . . . .	53,149
Total, . . . .	<u>107,728</u>

There were examined in ARITH-  
METIC:

Males, . . . .	95,353
Females, . . . .	93,982
Total, . . . .	<u>189,335</u>

## There were examined in GRAMMAR:

Males, . . . .	87,708
Females, . . . .	85,423
Total, . . . .	<u>173,136</u>

There were examined in GEO-  
GRAPHY:

Males, . . . .	95,947
Females, . . . .	92,711
Total, . . . .	<u>188,658</u>

Able to Write sentences with toler-  
able accuracy:

Males, . . . .	31,694
Females, . . . .	30,686

Able to write sentences with ease  
and correctness:

Males, . . . .	11,992
Females, . . . .	11,404
Total, . . . .	<u>65,776</u>

## Total acquainted with Notation:

Males, . . . .	89,186
Females, . . . .	82,165

## Total acquainted with Subtraction:

Males, . . . .	54,420
Females, . . . .	48,716

Total acquainted with Division of  
Money:

Males, . . . .	26,415
Females, . . . .	20,713

Total able to work exercises in  
Proportion or Practice:

Males, . . . .	14,843
Females, . . . .	9,785

Able to distinguish and define  
Parts of Speech:

Males, . . . .	20,113
Females, . . . .	19,544

## Able to Parse easy sentences:

Males, . . . .	7,846
Females, . . . .	7,140
Total, . . . .	<u>54,643</u>

Acquainted with the Map of the  
World:

Males, . . . .	31,160
Females, . . . .	29,493

Acquainted with the Map of Europe,  
or Ireland:

Males, . . . .	13,543
Females, . . . .	12,319

Able to answer in a general course  
of Geography:

Males, . . . .	976
Females, . . . .	612
Total, . . . .	<u>88,108</u>

SUMMARY, showing the Number of Pupils examined by the Inspectors in 57 (out of the 60) School Districts of Ireland, in the year 1870, in the ordinary subjects of instruction, and the number who were equal to the requirements of the school programme.

Subjects of Examination.	No. of Pupils examined by Inspectors.	No. of Pupils equal to requirements of School programme.	Per-centage.
Reading, . . . . .	203,000	203,305	70.1
Writing, . . . . .	171,517	98,946	57.6
Writing from Dictation, . . . . .	107,728	65,776	61.
*Arithmetic:			
Notation, . . . . .	180,335	71,551	87.6
Subtraction, . . . . .		103,136	54.4
Division of Money, . . . . .		47,128	24.8
Proportion or Practice, . . . . .		24,038	13.
Grammar, . . . . .	173,126	54,643	31.5
Geography, . . . . .	133,853	88,108	40.7
*Needlework:			
Sewing, . . . . .	73,287	34,591	47.1
Knitting, . . . . .		25,331	34.5
Cutting out, . . . . .		4,091	6.8

Needlework being a special branch for females, is taught only in female schools, and in mixed schools having a female teacher. The Inspectors examined the female children in this branch in 2,850 schools.

Vocal Music was taught in 695 schools. For this branch we award a special gratuity, varying from £2 to £5, according to proficiency and numbers under instruction.

Drawing was taught in 268 schools. For this branch also we award a special gratuity, varying from £3 to £10, according to the proficiency, and to the numbers under instruction.

In 3,728 schools the Inspectors found the advanced pupils instructed in one or more extra branches, viz., Geometry, Mensuration, Algebra, Book-keeping, Trigonometry, Reasoning, Navigation, or Physical and Applied Science.

In 631 schools teachers were recommended for Supplemental Salary by the Inspectors—a salary awarded to Principal teachers who have served at least eight years, as a special mark of recognition of their zeal and efficiency.

The ages of the pupils found present, and of whom 298,439 were examined by the Inspectors, in Reading, Writing, Writing from Dictation, Arithmetic, Grammar, and Geography, were as follows:—

Under 5 years of age, .	{Males, . 7,835}	= 17,340, or 5.61 per cent.
	{Females, . 10,005}	
5 years, but under 6, .	{Males, . 10,943}	= 22,554, or 7.55 "
	{Females, . 11,612}	
6 " " 7, {Males, . 14,516}	= 28,703, or 9.61 "	
		{Females, . 14,138}
7 " " 8, {Males, . 16,896}	= 33,047, or 11.07 "	
		{Females, . 16,153}
8 " " 9, {Males, . 18,252}	= 35,672, or 11.95 "	
		{Females, . 17,420}

\* The proficiency under arithmetic and needlework is given separately for the several headings of these subjects: the numbers under the headings for each subject are not necessarily exclusive one of another.

9 years, but under 10,	Males, . 18,386	} = 36,047, or 12·07 per cent.
	Females, . 17,711	
10 " " 11,	Males, . 18,376	} = 36,076, or 12·08 "
	Females, . 17,800	
11 " " 12,	Males, . 14,639	} = 29,001, or 9·71 "
	Females, . 14,362	
12 " " 13,	Males, . 12,385	} = 24,640, or 8·25 "
	Females, . 12,255	
13 " " 14,	Males, . 8,004	} = 15,858, or 5·31 "
	Females, . 7,854	
14 " " 15,	Males, . 5,150	} = 10,252, or 3·43 "
	Females, . 5,102	
15 " " 16,	Males, . 2,789	} = 5,351, or 1·79 "
	Females, . 2,582	
16 " " 17,	Males, . 1,483	} = 2,639, or 0·68 "
	Females, . 1,156	
17 " " 18,	Males, . 417	} = 748, or 0·25 "
	Females, . 331	
18 " " 19,	Males, . 201	} = 340, or 0·11 "
	Females, . 189	
19 " " 20,	Males, . 54	} = 90, or 0·03 "
	Females, . 36	
20 and above, . .	Males, . 38	} = 75, or 0·02 "
	Females, . 37	
Total, . . .	298,439	

From this table it appears that 68,603 pupils, or 22·97 per cent. of the entire number were under 7 years of age; 104,766, or 35·09 per cent. were 7 years of age, but under 10 years; 89,717, or 30·04 per cent. were 10 but under 13 years; and 35,353, or 11·82 per cent. were 13 years of age and above.

XVII.—56. We publish, in the usual form, a full statement of *Finances*. our receipts and expenditure for the year ending 31st of December, 1870.

XVIII.—57. We submit this, as our Report for the past year, to your Excellency, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this 16th day of May, One Thousand Eight Hundred and Seventy-one.

(Signed)

JAMES KELLY, }  
WM. HOMAN NEWELL, } *Secretaries.*

SEAL.





ACCOUNT  
OF  
RECEIPTS AND DISBURSEMENTS,  
FROM  
1st JANUARY TO 31st DECEMBER, 1870.

Receipts  
and  
Disburse-  
ments.

ACCOUNT OF THE RECEIPTS AND DISBURSEMENTS OF THE COMMISSIONERS

CHARGE.	£	s.	d.
BALANCE on the 31st December, 1869, . . . . .	9,497	9	8
AMOUNT RECEIVED FROM THE PAYMASTER-GENERAL on account of VOTES, . . . . .	394,209	7	11
Do. EXCHEQUER EXTRA RECEIPTS for BOOKS, SCHOOL REQUISITES, and APPARATUS, sold to the National Schools in Ireland, at reduced prices, during the twelve months ended the 31st December, 1870, . . . . .	17,756	18	5
Do. for Fees, &c., from Pupils attending the CENTRAL MODEL SCHOOLS, MARLBOROUGH-STREET, . . . . .	754	5	8
Do. for Fees, &c., from Pupils attending the DUBLIN WEST MODEL SCHOOL, SCHOOL-STREET, . . . . .	137	10	10
Do. for Garden Produce, &c., from GLASNEVIN INDUSTRIAL SCHOOL, . . . . .	78	6	7
Do. for Fees from Pupils attending the INCHICORE MODEL SCHOOL, . . . . .	77	11	7
Do. for Materials for Wearing Apparel sold to Female Teachers in Training, . . . . .	98	7	9
AMOUNT received from the following MODEL SCHOOLS UNDER THE MANAGEMENT OF THE BOARD, for School Fees, &c. :—			
ATHY, Co. KILDARE, . . . . .	61	4	8
BALLINABROUGH, Co. DUBLIN, . . . . .	166	16	5
BALLYMENA, Co. ANTRIM, . . . . .	147	13	4
BALLYMONEY, Co. ANTRIM, . . . . .	104	12	1
BELFAST, Co. ANTRIM, . . . . .	670	4	5
CLONMEL, Co. TIPPERARY, . . . . .	85	4	1
COLERAINE, Co. LONDONDERRY, . . . . .	134	6	0
CORK, Co. CORK, . . . . .	388	9	9
DUNMANNWAY, Co. CORK, . . . . .	115	16	11
GALWAY, Co. GALWAY, . . . . .	89	17	6
KILKENNY, Co. KILKENNY, . . . . .	67	3	0
LIMERICK, Co. LIMERICK, . . . . .	177	5	10
OMAGE, Co. TYRONE, . . . . .	184	0	7
NEWRY, Co. ARMAUGH, . . . . .	290	4	7
TRIM, Co. MEATH, . . . . .	54	17	3
WATERFORD, Co. WATERFORD, . . . . .	144	13	2
N. T. STEWART, Co. TYRONE, . . . . .	76	2	2
CARRICKFERGUS, Co. ANTRIM, . . . . .	180	19	11
PARSONSTOWN, KING'S CO., . . . . .	135	0	6
MONAGHAN, Co. MONAGHAN, . . . . .	112	11	6
LONDONDERRY, Co. LONDONDERRY, . . . . .	299	5	9
NEWTOWNARDS, Co. DOWN, . . . . .	151	10	7
ENNISCOORTHY, Co. WEXFORD, . . . . .	59	16	5
ENNISKILLEN, Co. FERMANAGH, . . . . .	174	4	3
SLIGO, Co. SLIGO, . . . . .	217	1	8
LUDGAN, Co. ARMAUGH, . . . . .	291	14	11
Do. from the Private Contribution Fund, being Dividends on Legacies and Donations invested in Government Securities, . . . . .	85	6	3
Do. per Assessor of Income Tax for the Establishment, being deductions under the head of Salaries, &c., . . . . .	883	4	10
Do. from various sources, . . . . .	215	10	7
Carried forward, . . . . .	£ 429,133	5	4

of NATIONAL EDUCATION, from 1st January to 31st December, 1870.

Receipts  
and  
Disburse-  
ments.

## DISCHARGE.

	£ s. d.	£ s. d.
<b>NORMAL ESTABLISHMENT:</b>		
Salaries and Allowances, . . . . .	1,793 8 4	
General Expenditure, . . . . .	23 15 0	1,817 3 4
<b>MALE TRAINING ESTABLISHMENT, GLASNEVIN:</b>		
Salaries and Wages, . . . . .	151 4 0	
Maintenance and Travelling Expenses of Teachers, . . . . .	930 18 6	
General Expenditure, . . . . .	167 11 11	1,198 1 5
<b>MALE TRAINING ESTABLISHMENT, NTH. GT. GEORGE'S-ST.</b>		
Salaries and Wages, . . . . .	245 2 1	
Maintenance and Travelling Expenses of Teachers, . . . . .	1,444 13 7	
General Expenditure, . . . . .	102 18 10	1,792 14 6
<b>FEMALE TRAINING ESTABLISHMENT:</b>		
Salaries and Wages, . . . . .	210 19 6	
Maintenance and Travelling Expenses of Teachers, . . . . .	1,965 10 10	
General Expenditure, . . . . .	167 18 1	2,344 8 5
<b>TRAINING ESTABLISHMENTS:</b>		
Laundry and General Expenditure, . . . . .	—	221 17 9
<b>CENTRAL MODEL SCHOOLS, MARLBOROUGH-STREET:</b>		
Salaries and Allowances to Teachers and Monitors, . . . . .	4,363 8 2	
General Expenditure, . . . . .	66 2 4	4,429 10 6
<b>DUBLIN WEST MODEL SCHOOL, SCHOOL-STREET:</b>		
Salaries and Allowances to Teachers and Monitors, . . . . .	1,386 1 7	
General Expenditure, . . . . .	85 0 5	1,471 10 0
<b>GLASNEVIN INDUSTRIAL SCHOOL:</b>		
Salaries and Allowances to Teachers and Monitors, . . . . .	208 6 8	
General Expenditure, Literary Department, . . . . .	24 17 0	
Ditto, Industrial ditto, . . . . .	68 2 11	302 0 7
<b>INCINCORR MODEL SCHOOL:</b>		
Salaries and Allowances to Teachers and Monitors, . . . . .	447 14 5	
General Expenditure, . . . . .	9 8 2	457 2 7
<b>ORDINARY NATIONAL SCHOOLS:</b>		
Rents of School-houses, Incidentals, &c., . . . . .	—	56 3 10
<b>ATHY DISTRICT MODEL SCHOOL, CO. KILDARE:</b>		
Salaries and Allowances to Teachers and Monitors, and		
Maintenance of Resident Pupil-Teachers, &c., . . . . .	664 8 1	
General Expenditure, . . . . .	40 1 3	704 9 4
<b>BAILIEBOROUGH DISTRICT MODEL SCHOOL, CO. CAVAN:</b>		
Salaries and Allowances to Teachers and Monitors, and		
Maintenance of Resident Pupil-Teachers, &c., . . . . .	605 17 9	
General Expenditure, . . . . .	79 17 7	685 15 4
<b>BALLYMENA DISTRICT MODEL SCHOOL, CO. ANTRIM:</b>		
Salaries and Allowances to Teachers and Monitors, and		
Maintenance of Resident Pupil-Teachers, &c., . . . . .	708 2 1	
General Expenditure, . . . . .	47 13 5	816 16 6
<b>BALLYMONEY MODEL SCHOOL, CO. ANTRIM:</b>		
Salaries and Allowances to Teachers and Monitors, . . . . .	738 4 3	
General Expenditure, . . . . .	25 17 11	784 2 2
<b>BELFAST DISTRICT MODEL SCHOOL, CO. ANTRIM:</b>		
Salaries and Allowances to Teachers and Monitors, and		
Maintenance of Resident Pupil-Teachers, &c., . . . . .	3,092 17 6	
General Expenditure, . . . . .	306 11 7	3,399 9 1
Carried forward, . . . . .	£ —	20,123 4 4

Receipts  
and  
Disbursements.

## ACCOUNT OF RECEIPTS

CHARGE.	£ s. d.
Brought forward, .	428,133 5 4
Carried forward, .	£ 428,133 5 4

## and DISBURSEMENTS—continued.

Receipts  
and  
Disburse-  
ments.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . . . . .	—	20,133 4 4
CLONMEL DISTRICT MODEL SCHOOL, Co. TIPPERARY: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . . . .	623 15 0 53 6 1	677 1 1
General Expenditure, . . . . .		
COLERAINE DIST. MODEL SCHOOL, Co. LONDONDERRY: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . . . .	733 12 8 47 13 7	781 6 3
General Expenditure, . . . . .		
CORK DISTRICT MODEL SCHOOL, Co. CORK: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . . . .	1,644 0 11 147 16 7	1,791 17 6
General Expenditure, . . . . .		
DEERYCASTLE LITERARY SCHOOL, Co. TIPPERARY: Salaries and Allowances to Teachers and Monitors, . . . . .	—	59 12 6
DUNMANWAY DISTRICT MODEL SCHOOL, Co. CORK: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . . . .	1,073 8 4 59 6 11	1,132 15 8
General Expenditure, . . . . .		
GALWAY DISTRICT MODEL SCHOOL, Co. GALWAY: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . . . .	683 19 7 88 7 6	770 7 1
General Expenditure, . . . . .		
GLANDORE LITERARY SCHOOL, Co. CORK: Salaries and Allowances to Teachers and Monitors, . . . . .	—	48 10 0
GORMANSTOWN LITERARY SCHOOL, Co. TIPPERARY: Salaries and Allowances to Teachers and Monitors, . . . . .	—	86 0 0
KILKENNY DISTRICT MODEL SCHOOL, Co. KILKENNY: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . . . .	647 12 10 94 12 4	742 5 2
General Expenditure, . . . . .		
KYLE PARK LITERARY SCHOOL, Co. TIPPERARY: Salaries and Allowances to Teachers and Monitors, . . . . .	91 10 0 1 8 6	92 18 6
General Expenditure, . . . . .		
LINTRIM LITERARY SCHOOL, Co. LINTRIM: Salaries and Allowances to Teachers and Monitors, . . . . .	—	79 10 0
LIMERICK DISTRICT MODEL SCHOOL, Co. LIMERICK: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . . . .	710 18 11 185 1 1	896 0 0
General Expenditure, . . . . .		
LONDONDERRY DIST. MOD. SCHOOL, Co. LONDONDERRY: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . . . .	1,367 6 8 148 5 4	1,515 12 0
General Expenditure, . . . . .		
MOUNT TRENCHARD LITERARY SCHOOL, Co. LIMERICK: Salary to Teacher, . . . . .	—	16 0 0
MUNGRET LITERARY SCHOOL, Co. LIMERICK: Salaries, &c., to Teachers and Monitors, . . . . .	—	86 5 4
Carried forward, . . . . .	£ —	23,860 5 0

*Receipts  
and  
Disburse-  
ments*

## ACCOUNT OF RECEIPTS

CHARGE.	Brought forward, .	£ s. d.
		428,133 5 4
		Carried forward, £ 428,133 5 4

## and DISBURSEMENTS—continued.

Receipts  
and  
Disbursements.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . . .	—	23,880 5 0
NEWRY DISTRICT MODEL SCHOOL, Co. ARMAGH: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . .	704 11 1 86 11 6	791 2 7
General Expenditure, . . . . .	—	30 6 3
TEMPLEDOUGLAS LITERARY SCHOOL, Co. DONEGAL: Salary, &c., to Teacher, . . . . .	—	45 6 8
TENNYR LITERARY SCHOOL, Co. LIMERICK: Salaries and Allowances to Teachers and Monitors, . . .	—	—
TRIM DISTRICT MODEL SCHOOL, Co. MIDDLESEX: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . .	517 5 4 45 13 10	562 19 2
General Expenditure, . . . . .	—	—
WATERFORD DIST. MODEL SCHOOL, Co. WATERFORD: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . .	707 4 1 89 14 11	796 19 0
General Expenditure, . . . . .	—	—
NEWTOWNARDS DISTRICT MODEL SCHOOL, Co. DOWRY: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . .	1,149 9 10 92 7 5	1,241 17 3
General Expenditure, . . . . .	—	—
SLIGO DISTRICT MODEL SCHOOL, Co. SLIGO: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . .	680 0 11 135 14 9	795 15 8
General Expenditure, . . . . .	—	—
ENNISCORTHY DIST. MODEL SCHOOL, Co. WEXFORD: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . .	354 10 7 29 17 4	384 7 11
General Expenditure, . . . . .	—	—
ENNISKILLEN DIST. MODEL SCHOOL, Co. FERMANAGH: Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . . .	723 4 5 109 5 5	832 9 10
General Expenditure, . . . . .	—	—
CARRICKFERGUS MINOR MODEL SCHOOL, Co. ANTRIM: Salaries and Allowances to Teachers and Monitors, . . .	684 1 4 88 12 10	772 14 2
General Expenditure, . . . . .	—	—
MONAGHAN MINOR MODEL SCHOOL, Co. MONAGHAN: Salaries and Allowances to Teachers and Monitors, . . .	530 10 7 85 10 2	566 0 9
General Expenditure, . . . . .	—	—
ONAGH MINOR MODEL SCHOOL, Co. TYRONE: Salaries and Allowances to Teachers and Monitors, . . .	788 2 3 59 15 10	847 18 1
General Expenditure, . . . . .	—	—
PARSONSTOWN MINOR MODEL SCHOOL, KING'S Co.: Salaries and Allowances to Teachers and Monitors, . . .	638 10 1 43 18 3	680 8 4
General Expenditure, . . . . .	—	—
NEWTOWNSTEWART MINOR MODEL SCHOOL, Co. TYRONE: Salaries and Allowances to Teachers and Monitors, . . .	498 19 9 28 8 9	527 8 6
General Expenditure, . . . . .	—	—
WOODSTOCK LITERARY SCHOOL, Co. KILKENNY: Salaries, &c., to Teachers and Monitors, . . . . .	—	44 6 8
Carried forward, . . . . .	£ —	37,349 6 3

Receipts  
and  
Disbursements.

## ACCOUNT OF RECEIPTS

CHARGE.	£	s.	d.	£	s.	d.
Brought forward, . . .	—			428,133	5	4
RECEIPTS FOR SALES OF FARM PRODUCE, &c., FROM FARMS UNDER THE MANAGEMENT OF THE BOARD:—						
ALBERT MODEL FARM, GLASNEVIN, CO. DUBLIN, . . .	3,079	1	0			
ATHY SCHOOL FARM, CO. KILDARE, . . . . .	593	19	10			
BALLINBOROUGH SCHOOL FARM, CO. CAVAN, . . . .	396	18	1			
BALLYMONEY SCHOOL FARM, CO. ANTRIM, . . . .	590	4	7			
BATH SCHOOL FARM, CO. MONAGHAN, . . . . .	87	19	1			
BELFAST (ULSTER) SCHOOL FARM, CO. ANTRIM, . .	724	18	4			
DERRYCASTLE SCHOOL FARM, CO. TIPPERARY, . . .	141	5	4			
DUNMANWAY SCHOOL FARM, CO. CORK, . . . . .	64	5	10			
Carried forward, . . .	5,198	12	1	428,133	5	4



## and DISBURSEMENTS—continued.

Receipts  
and  
Disburse-  
ments.

DISCHARGE.		£	s.	d.	£	s.	d.
Brought forward, . . .		—	—	—	37,840	6	3
LURGAN MINOR MODEL SCHOOL, CO. ARMAGH:							
Salaries and Allowances to Teachers and Masters, . . .		934	5	5			
General Expenditure, . . . . .		148	15	0			
					1,083	1	5
DISTRICT AND MINOR MODEL SCHOOLS:							
Miscellaneous Expenditure, . . . . .		—			832	9	10
EXPENDITURE CONNECTED WITH THE WORKING OF AGRICULTURAL SCHOOLS AND SCHOOL FARMS UNDER THE MANAGEMENT OF THE BOARD:—							
ALBERT MODEL FARM, GLASNEVEN, CO. DUBLIN:							
Salaries and Allowances, . . . . .	£244	2	4				
Maintenance and Travelling Allowances of Agricultural Pupils, &c., . . . . .	1,990	18	8				
Purchase of Live Stock, Seeds, Imple- ments, and General Farm Expenses, &c., . . . . .	2,021	18	2				
Rent, . . . . .	728	0	4				
				5,388	19	6	
ATRY SCHOOL FARM, CO. KILDARE:							
Salary, &c., of Agriculturist, and Main- tenance of Resident Agricultural Pupils, £170	4	0					
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, &c., . . . . .	428	7	4				
				598	11	4	
BALLINBOROUGH SCHOOL FARM, CO. CAVAN:							
Salary, &c., of Agriculturist, and Main- tenance of Resident Agricultural Pupils, £135	7	3					
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, &c., . . . . .	430	9	10				
				565	17	1	
BALLYMONEY SCHOOL FARM, CO. ANTRIM:							
Salary of Agriculturist, &c., and Main- tenance of Resident Agricultural Pupils, £50	9	0					
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, &c., . . . . .	293	5	9				
				343	14	9	
BATH SCHOOL FARM, CO. MONAGHAN:							
Salary of Agriculturist, . . . . .	£25	4	10				
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, &c., . . . . .	194	3	6				
				219	8	4	
BELFAST (ULSTER) SCHOOL FARM, CO. ANTRIM:							
Salary, &c., of Agriculturist, and Main- tenance of Resident Agricultural Pupils, £164	3	4					
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, and General Ex- penditure, . . . . .	1,991	12	11				
				1,468	16	3	
DERRYCASTLE SCHOOL FARM, CO. TIPPERARY:							
Salary, &c., of Agriculturist, . . . . .	£77	2	10				
Labour, Rent, and General Expenditure, &c., . . . . .	192	0	2				
				269	3	0	
DUNMANWAY SCHOOL FARM, CO. CORK:							
Salary of Agriculturist, and Maintenance of Resident Agricultural Pupils, . . . . .	£63	0	3				
Purchase of Live Stock, Seeds, Imple- ments, Labour, Rent, and General Ex- penditure, . . . . .	94	15	4				
				157	15	7	
Carried forward, . . . . .	£	9,209	5	10	39,775	17	6

Receipts  
and  
Disburse-  
ments.

## ACCOUNT OF RECEIPTS

CHARGE.	£	s.	d.	£	s.	d.
Brought forward, . . .	5,198	12	1	428,133	5	4
RECEIPTS FOR SALES—continued.						
FARRARY SCHOOL FARM, Co. CORK, . . .	136	4	8			
GLANDORE SCHOOL FARM, Co. CORK, . . .	78	16	0			
GORMANSTOWN SCHOOL FARM, Co. TIPPERARY, . . .	67	10	1			
KILKENNY SCHOOL FARM, Co. KILKENNY, . . .	510	14	4			
KYLE PARK SCHOOL FARM, Co. TIPPERARY: (Amount per Agriculturist in charge, for Rent, to 1st May, 1870), . . .	16	0	0			
LEHRIM SCHOOL FARM, Co. LEHRIM, . . .	46	9	1			
LEMERICK SCHOOL FARM, Co. LIMERICK, . . .	503	6	4			
MOUNT TRENCARD SCHOOL FARM, Co. LIMERICK: (Amount per Agriculturist in charge, for Rent, to 25th March, 1870), . . .	21	0	0			
MUNSTER SCHOOL FARM, Co. CORK, . . .	901	13	2			
TEMPLEDUGLAS SCHOOL FARM, Co. DONEGAL, . . .	43	8	8			
TERVOE SCHOOL FARM, Co. LIMERICK, . . .	148	5	10			
Carried forward, . . .	7,792	0	8	428,133	5	4

## and DISBURSEMENTS—continued.

Receipts  
and  
Disburse-  
ments.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . . .	9,209 5 10	39,775 17 6
EXPENDITURE—continued.		
FARRAHY SCHOOL FARM, Co. CORK :		
Salary of Agriculturist, . . .	£48 0 0	
Purchase of Live Stock, Rent, and General Expenditure, . . .	168 9 9	
	216 9 9	
GLANDORE SCHOOL FARM, Co. CORK :		
Salary of Agriculturist, . . .	£42 0 0	
Labour, Rent, and General Expenditure, . . .	129 1 6	
	171 1 6	
GORMANSTOWN SCHOOL FARM, Co. TIPPERARY :		
Salary of Agriculturist, . . .	£35 8 7	
Purchase of Live Stock, Seeds, Labour, Rent, and General Expenditure, . . .	454 15 10	
	490 4 5	
KILKENNY SCHOOL FARM, Co. KILKENNY :		
Salary and Allowance of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., . . .	£238 9 2	
Purchase of Live Stock, Seeds, Implements, Labour, Rent, and General Expenditure, . . .	792 15 5	
	1,031 5 7	
KYLE PARK SCHOOL FARM, Co. TIPPERARY :		
Salary of Agriculturist, . . .	£30 0 0	
Rent, . . .	35 10 0	
	65 10 0	
LESTRIM SCHOOL FARM, Co. LESTRIM :		
Salary of Agriculturist, &c., . . .	£44 0 1	
Purchase of Live Stock and General Expenditure, . . .	146 11 6	
	190 11 7	
LIMERICK SCHOOL FARM, Co. LIMERICK :		
Salaries and Allowances, Agricultural Department, and Maintenance of Resident Agricultural Pupils, &c., . . .	£769 10 1	
Purchase of Live Stock, Seeds, Implements, Labour, & General Expenditure, . . .	409 10 10	
	1,179 0 11	
MOUNT TRINCHARD SCHOOL FARM, Co. LIMERICK :		
Salary of Agriculturist and Maintenance of Resident Agricultural Pupils, &c., . . .	£42 13 0	
Rent, &c., . . .	33 17 6	
	76 15 6	
MUNSTER SCHOOL FARM, Co. CORK :		
Salaries and Allowances of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., . . .	£515 8 4	
Purchase of Live Stock, Seeds, Implements, Labour, Rent, and General Expenditure connected with the Literary and Agricultural Departments, . . .	1,222 19 2	
	1,738 7 6	
TEMPLEDOUGLAS SCHOOL FARM, Co. DUBLIN :		
Salary of Agriculturist, &c., . . .	£42 0 0	
Purchase of Live Stock, Seeds, Implements, Labour, Rent, and General Expenditure, . . .	53 7 0	
	96 7 0	
TEYTON SCHOOL FARM, Co. LIMERICK :		
Salary, &c., of Agriculturist, . . .	£45 7 8	
Purchase of Live Stock, Rent, &c., and General Expenditure, . . .	188 8 5	
	233 16 1	
Carried forward, . . .	£ 14,597 15 8	39,775 17 6



## and DISBURSEMENTS—continued.

Receipts  
and  
Disbursements.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . . .	14,097 15 3	38,775 17 6
<b>EXPENDITURE—continued.</b>		
WOODSTOCK SCHOOL FARM, Co. KILKENNY: Allowance to Agriculturist and Wages to an Industrial Class, &c., . . . . .	28 10 6	
DONLEWY AGRICULTURAL SCHOOL, Co. DONEGAL: Salary, &c., of Agriculturist and General Expenditure, . . . . .	54 10 0	14,778 16 2
<b>MISCELLANEOUS EXPENDITURE, AGRICULTURAL DEPARTMENT:</b>		
SALARIES TO TEACHERS of SCHOOLS connected with SCHOOL-FARMS of the First Class (under Local Management), Maintenance of Agricultural Pupils, and Payments to INDUSTRIAL Classes, . . . . .	299 16 0	
DEBTS TO TEACHERS of SCHOOLS connected with ordinary SCHOOL-FARMS, and Payments to INDUSTRIAL Classes, . . . . .	543 6 11	
SALARIES AND TRAVELLING EXPENSES OF AGRICULTURAL INSPECTORS, . . . . .	1,080 7 1	
General Expenditure, . . . . .	17 1 8	1,910 11 8
<b>SALARIES, GRATUITIES, &amp;c., TO TEACHERS AND MONITORS:</b>		
SALARIES TO PRINCIPAL TEACHERS IN ORDINARY NATIONAL SCHOOLS, . . . . .	164,610 11 10	
DEBTS TO ASSISTANTS in Ditto, . . . . .	41,574 7 4	
DEBTS TO WORKMISTRESSES and JUNIOR LITERARY ASSISTANTS Ditto, . . . . .	9,250 16 8	
DEBTS TO PAID MONITORS Ditto, . . . . .	27,273 13 6	
DEBTS TO TEACHERS IN EVENING SCHOOLS, . . . . .	1,127 7 10	
DEBTS, and ALLOWANCES TO TEACHERS ORGANIZING NATIONAL SCHOOLS, . . . . .	309 11 7	
PREMIUMS TO TEACHERS IN NATIONAL SCHOOLS for the encouragement of ORDER and NEATNESS, . . . . .	1,208 0 0	
SUPPLEMENTAL OR GOOD SERVICE SALARIES, . . . . .	5,435 10 10	
GRATUITIES TO TEACHERS FOR LITERARY INSTRUCTION in P. L. UNION NATIONAL SCHOOLS, . . . . .	588 10 0	
GRATUITIES TO TEACHERS OF NATIONAL SCHOOLS for teaching SINGING, DRAWING, &c., . . . . .	2,600 12 8	
DEBTS TO PRINCIPAL TEACHERS OF NATIONAL SCHOOLS, for training YOUNG PERSONS for Offices of TEACHERS, PUPIL-TEACHERS, &c., . . . . .	4,541 17 10	
SPECIAL GRATUITIES TO TEACHERS OF NATIONAL SCHOOLS, on retiring from service, . . . . .	5,127 8 3	
COMMISSION ON POST OFFICE ORDERS FOR PAYMENT OF TEACHERS' SALARIES, &c., . . . . .	1,683 5 9	365,741 13 11
<b>TRAVELLING ALLOWANCES TO TEACHERS AND MONITORS of NATIONAL SCHOOLS attending Examinations held by the Head and District Inspectors, . . . . .</b>	—	2,055 4 10
<b>PRIVATE CONTRIBUTION FUND, . . . . .</b>	—	20 0 0
Carried forward . . . . .	£ —	325,282 4 1

Receipts  
and  
Disburse-  
ments.

## ACCOUNT OF RECEIPTS

CHARGE.	£ s. d.
Brought forward,	435,885 5 7
	£ 435,885 5 7

## and DISBURSEMENTS—continued.

Receipts  
and  
Disbursements.

DISCHARGE.		£	s.	d.	£	s.	d.
Brought forward, . . .		—			325,282	4	1
<b>INSPECTION:</b>							
Salaries, Six Head Inspectors, . . . . .		2,678	16	9			
Travelling Expenses Do., . . . . .		1,291	8	9			
Salaries of District Inspectors, . . . . .		18,584	1	8			
Personal and Travelling allowances to District Inspectors, . . . . .		6,740	1	0			
Special Travelling of District Inspectors on changing Districts, &c., Postage and General Expenditure connected with the Inspection of Schools, . . . . .		521	0	8			
					29,015	8	8
<b>BOOK DEPARTMENT:</b>							
Contractors for Paper, Printing, and Binding of National School Books; and for Maps, Books, School Requisites, and Apparatus purchased from Publishers and others, . . . . .		33,969	1	7			
Book Porters, . . . . .		543	8	0			
					34,503	9	7
<b>OFFICIAL ESTABLISHMENT, MARLBOROUGH-STREET:</b>							
Salaries and Wages, . . . . .		16,223	1	11			
Travelling Expenses, . . . . .		446	7	8			
					16,669	9	7
<b>MISCELLANEOUS:</b>							
Rent and Taxes, . . . . .		208	5	0			
Solicitor's Costs, . . . . .		249	1	1			
Stamps, . . . . .		44	11	0			
Incidentals, . . . . .		497	6	0			
					999	8	1
<b>HER MAJESTY'S EXCHEQUER FOR EXTRA RECEIPTS, (Books, Requisites, and Model Schools' Fees), . . . . .</b>		—			11,122	11	4
<b>CIVIL CONTINGENCIES FUND (Repaid to), . . . . .</b>		—			12,000	0	0
<b>COMMISSIONERS OF INCOME TAX:</b>							
Payments of Deductions for Income Tax under the head of Salaries and Allowances, . . . . .		—			888	4	10
					481,265	11	2
<b>BALANCE on the 31st of December, 1870, . . . . .</b>		—			4,019	14	5
<b>JAMES CLARIDGE, Accountant, . . . . .</b>		£			435,885	5	7

JAMES KELLY,  
WM. HOMAN NEWELL, } Secretaries.

Education Office, Dublin, 1871.

NAMES OF THE COMMISSIONERS  
OF  
NATIONAL EDUCATION IN IRELAND,  
ACCORDING TO THE DATES OF THEIR RESPECTIVE APPOINTMENTS.

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Rev. Dr. HENRY, President, Queen's College, Belfast.  
Right Hon. ALEXANDER MACDONNELL.  
The Marquess of KILDARE.  
Right Hon. Sir MAZIERE BRADY, Bart.  
JAMES GIBSON, Esq., Q.C.  
Right Hon. MOUNTIFORT LONGFIELD.  
Right Hon. the LORD CHANCELLOR (Lord O'Hagan).  
Right Hon. the Earl of DUNRAVEN.  
Right Hon. LORD CHIEF JUSTICE, COMMON PLEAS (Monahan).  
Right Hon. LORD CHIEF BARON (Pigot).  
Right Hon. Mr. JUSTICE LAWSON.  
LAURENCE WALDRON, Esq., D.L.  
JOHN LENTAGNE, Esq., J.P.  
JOHN O'HAGAN, Esq., Q.C.  
Hon. THOMAS PRESTON, D.L.  
Right Hon. Mr. JUSTICE FITZGERALD.  
JAMES WILLIAM MURLAND, Esq.  
Right Hon. Mr. JUSTICE MORRIS.  
Rev. CHARLES L. MORELL.  
Rev. JOHN H. JELLETT, F.R.G.D.



# APPENDIX.

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# APPENDICES

TO THE

## THIRTY-SEVENTH REPORT

OF

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.  
(1870.)

### APPENDIX A.

#### RULES and REGULATIONS of the COMMISSIONERS of NATIONAL EDUCATION in IRELAND.

*Appendix A.*

Rules and  
Regulations  
of Com-  
missioners.

#### PART I.

PART I.

#### GENERAL NATURE OF THE SYSTEM OF NATIONAL EDUCATION.

##### *I.—Its Object and Fundamental Principle.*

§ I.

1. The object of the system of National Education is to afford combined literary and moral, and separate religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different religious denominations should co-operate in conducting National Schools.

3. The Commissioners by themselves, or their Officers, are to be allowed to visit and examine the Schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their Seal.

4. The Commissioners will not change any fundamental Rule without the express permission of His Excellency the Lord Lieutenant.

5. The Commissioners will not withdraw, or essentially alter, any book that has been, or shall be hereafter, unanimously published or sanctioned by them, without a previous communication with the Lord Lieutenant.

##### *II.—Description of Schools to which the Commissioners grant aid.*

§ II.

1. The Schools to which the Commissioners grant aid are divided into two classes, viz.:—1st, Vested Schools, of which there are two sorts, namely, first, those vested in the Commissioners; and, second, those vested in Trustees, for the purpose of being maintained as National Schools; 2ndly, Non-Vested Schools, the property of private individuals. Both these classes of Schools are under the control of local Patrons or Managers.

2. There are also Model Schools, of which the Commissioners are themselves the Patrons, but which are conducted on the same fundamental principles as the ordinary National Schools.

3. The Commissioners encourage Industrial Instruction in National Schools in all suitable cases.

4. The Commissioners require that instruction shall be given in plain needle-work in all Female Schools.

##### *III.—Use of School-houses.*

§ III.

1. In Non-Vested Schools, the Commissioners do not, in ordinary cases, exercise control over the use of the School-houses on Sundays, or before or after the School-hours on the other days of the week; such use being left altogether to the local Patrons or Managers, of all religious persuasions, subject to the interference of the Board in cases leading to contention or abuse.

2. No National School-house shall be employed, at any time, even temporarily, as the stated place of divine worship of any religious community; or for the celebration or administration of the Sacraments or Rites of any Church.

Appendix A.  
Rules and  
Regulations  
of Commis-  
sioners.

PART I.  
§ III.

3. No aid will be granted to a School held in a place of worship; nor will the Commissioners sanction the transfer of an existing School, to a place of worship, even for a temporary period.

4. When a School-room is in any way connected with a place of worship, there must not be any direct internal communication between the School-rooms and such place of worship.

5. Vested School-houses must be used, exclusively, for the education of the pupils attending them: except on Sundays, when they may be employed for Sunday Schools, with the sanction of the Patrons or Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in National School-houses, whether Vested or Non-Vested; nor shall any political business whatsoever be transacted therein.

7. When any School is received by the Commissioners into connexion with them, the inscription, "NATIONAL SCHOOL," shall be put up in plain and legible characters on the School-house, or on such other place as may render it conspicuous to the public. When a School-house is built partly by aid from the State, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid in future, sanction any inscription containing a title of a denominational character, or which may appear to them to indicate that the School is one belonging to any particular religious body. The Commissioners do not object to the terms, Male, Female, or Infant; or the proper local designation taken from the city, town, parish, street, village, or townland, in which the School may be situated; or the names of the founder being included in the inscription.

8. No emblems or symbols of a denominational nature shall be exhibited in the School-room during the hours of united instruction; nor will the Commissioners in future, grant aid to any School which exhibits on the exterior of the buildings any such emblems.

9. No emblems or symbols of a political nature shall at any time be exhibited in the School-room, or affixed to the exterior of the buildings; nor shall any placards whatsoever, except such as refer to the legitimate business of school management, be affixed thereto.

#### § IV.

#### IV.—Religious and Secular Instruction.

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of.

2. Religious instruction must be so arranged, that each School shall be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child shall receive, or be present at, any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the School-room.

5. When the religious instruction comes after the secular, the Teacher must, immediately before the commencement of the former, announce distinctly to the pupils that the hour for religious instruction has arrived, and must, at the same time, put up and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners. Similarly when the School commences with religious instruction, the Teacher is to put up and keep up the same notification.

6. When the secular instruction precedes the religious instruction, in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National School, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the School-books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment, during school-hours,\* simultaneously with religious instruction.

8. In Schools towards the building of which the State has contributed, and which are vested in Trustees, for the purposes of National Education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them in the School-room, for the purpose of giving them religious instruction there, at times convenient for that purpose—that is, at times so appointed as not to interfere unduly with the other arrangements of the School.

9. In Schools, not vested, and which receive no other aid than Salary and Books, it is for the Patrons or Managers to determine whether any, and if any, what religious instruction shall be given in the School-room; but if they do not permit it to be given in the School-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction elsewhere.

10. The reading of the Scriptures, either in the Protestant Authorized, or Douay Version,—the teaching of Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

11. The Patrons and Managers of all National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in all Vested Schools the parents or guardians of the children have the right to require the Patrons and Managers to afford opportunities for the reading of the Holy Scriptures, in the School-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend); but must not take place at more than one intermediate time, between the commencement and the close of the ordinary School business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises at an intermediate time, in cases where it shall appear to them that such arrangement will interfere with the usefulness of the School, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. With the above exception, the secular School business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary School business; and they further recommend that, whenever the Patron or Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children who, according to these Rules, should not be present thereat.

14. The Registry kept in each School, according to the Form furnished by the Commissioners, must show the religious denomination of each child on the School Roll.

15. No pupil who is registered by its parents or guardians as a Protestant is to be permitted to remain in attendance during the time of Religious instruction in case the Teacher giving such instruction is a Roman Catholic; and no pupil who is registered by its parents or guardians as a Roman Catholic is to be permitted to remain in attendance during the time of Religious instruction in case the Teacher giving such instruction is not a Roman Catholic. And further, no pupil is to be permitted to remain in attendance during the time of any Religious instruction to which its parents or guardians object.

Provided, however, that in case any parent or guardian shall express his desire that his child should receive any particular Religious instruction, and shall record such desire in a book to be provided in the School, when necessary for that purpose, this prohibition shall not apply to the time during which such Religious instruction only is given.\* The entry in the book shall be signed with the name or mark of the parent or guardian, and the book shall be submitted to the Inspector so often as he visits the School.

\* Such expression of desire may at any time be revoked by the parent or guardian, and shall thereupon become inoperative.

\* The term "SCHOOL-HOURS," is always to be understood to mean the entire time in each day, from the opening of the School to the closing of the same for the dismissal of the pupils.

*Appendix A.*      The following is the Form of Book.

Rules and  
Regulations  
of Commis-  
sioners.

Roll No., \_\_\_\_\_ School, \_\_\_\_\_ County, \_\_\_\_\_  
Name of Teacher who gives Religious Instruction, \_\_\_\_\_  
Religious Denomination of do., \_\_\_\_\_

#### CERTIFICATE OF PARENT OR GUARDIAN.

PART I.  
§ IV.

[In case a Parent or Guardian should wish his Child to receive religious instruction from a Teacher who is of a different religious denomination from the Child, or from a Teacher who gives any religious instruction different from that which is in accordance with the creed of the Child, the following Certificate is to be made by such Parent or Guardian.]

NOTE.—As some doubts have arisen as to the interpretation of the Rule, attention is requested to the following minute of the Board, dated February 26, 1867:—

"The object of the Rule is more fully to carry out the general principle of the Board, that no child is to receive any religious instruction contrary to the wishes of its parent. Accordingly the Rule first provides for the case where the Teacher is a Protestant and the child a Roman Catholic, or vice versa. In this case the dissent of the parent is implied, and no religious instruction can be given to a child by a Teacher of the different creed unless the parent expressly requests it. But where the Teacher and the child are both Protestants, whether of the same or of a different denomination, the dissent of the parent will not be implied. In this case religious instruction may be given to the child unless the parent expressly forbids it. In each case, however, the assent or dissent, whether implied or expressed, may be modified by an entry, duly signed by the parent, in the Certificate Book of Religious Instruction. Cases may occur in which the conduct of the Teacher, although not coming within the strict letter of the new Rule, is obviously contrary to the general spirit of the National System; as, for instance, if instruction should be given in the Catechism or Creed of a different persuasion from that of the child."

I <sup>(1)</sup> \_\_\_\_\_, being the <sup>(2)</sup> \_\_\_\_\_ of <sup>(3)</sup> \_\_\_\_\_, who is registered by me as <sup>(4)</sup> \_\_\_\_\_ in the School Register of the <sup>(5)</sup> \_\_\_\_\_ National School, HEREBY CERTIFY that it is my desire that the said <sup>(6)</sup> \_\_\_\_\_ shall receive instruction in <sup>(7)</sup> \_\_\_\_\_ during the time set apart for Religious Instruction.

Signature of Parent or Guardian, <sup>(8)</sup> \_\_\_\_\_

Witness, if signed by "Mark," \_\_\_\_\_

Dated \_\_\_\_\_ day of \_\_\_\_\_, 18—.

#### CERTIFICATE OF TEACHER.

I HEREBY CERTIFY that before <sup>(9)</sup> \_\_\_\_\_ signed the above Certificate, I read aloud to <sup>(10)</sup> \_\_\_\_\_ the following Rule of the COMMISSIONERS OF NATIONAL EDUCATION:—

"No Pupil who is registered by its Parents or Guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is a Roman Catholic; and no Pupil who is registered by its Parents or Guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is not a Roman Catholic. And further, no Pupil is to be permitted to remain in attendance during the time of any religious instruction to which its Parents or Guardians object."

"Provided, however, that in case any Parent or Guardian shall express his desire that his Child should receive any particular religious instruction, and shall record such desire in a Book to be provided in the School, when necessary for that purpose, this prohibition shall not apply to the time during which such religious instruction only is given." The entry in the Book shall be signed with the name or mark of the Parent or Guardian, and the Book shall be submitted to the Inspector so often as he visits the School.

"Such expression of desire may at any time be revoked by the Parent or Guardian, and shall thereupon become inoperative."—*Part I., Sec. IV., Par. 15.*

And I FURTHER CERTIFY that I believe when the said <sup>(11)</sup> \_\_\_\_\_ signed the above Certificate <sup>(12)</sup> \_\_\_\_\_ had a full apprehension of the meaning and force of the Rule, and also of the true intent and object of the Certificate.

Signature of Teacher, \_\_\_\_\_

Dated \_\_\_\_\_ day of \_\_\_\_\_, 18—.

(1) Insert the name of the Parent or Guardian who makes the Certificate.

(2) Insert the relationship of the Parent or Guardian; as—"Father," "Mother," "Aunt," &c.

(3) Insert the name of the Pupil. (4) Insert the registered religion of the Pupil.

(5) Insert the name of the National School. (6) Insert the name of the Pupil again.

(7) Insert in full the name of the Religious Instruction; as—The Holy Scriptures in the Authorized Version—The Roman Catholic Catechism—The Protestant Catechism, &c., &c. This is to be written by the Parent or Guardian; but in case the Parent or Guardian cannot write, it may be written by the Teacher.

(8) The Parent or Guardian is here to inscribe his name. If the Parent or Guardian be unable to write his name, he is to sign by mark; but this mark must be witnessed by some respectable third party.

(9) Insert the name of the Parent or Guardian.

(10) Insert "him" or "her."

(11) Insert the name of the Parent or Guardian.

(12) Insert "he" or "she."

## CERTIFICATE OF INSPECTOR.

I HEREBY CERTIFY that I have examined the Certificate of (1) \_\_\_\_\_ and also of the Teacher (2) \_\_\_\_\_ above set forth, and that I am satisfied as to the genuineness of each.

Signature of Inspector, \_\_\_\_\_

Dated — day of \_\_\_\_\_, 18\_\_\_\_.

Appendix A.

Rules and Regulations of Commissioners.

PART I.  
§ IV.

16. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary School business, during which all children, of whatever denomination they may be, are required to attend.

17. In all National Schools (except those in which Industrial instruction is the chief object) there must be Literary instruction for at least four hours, upon five days in the week.

18. In Industrial Schools—that is, in Schools where Industrial instruction is the chief object—the Commissioners require that not less than two hours, daily, shall be devoted to Literary instruction.

## V.—Use of Books and Tablets.

§ V.

1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the Patrons or Managers of Schools intend for the ordinary School business, are to be notified to the Commissioners; and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any books other than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any School attended by children whose parents or guardians object to their being read by their children. In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time-table of the School—that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the Teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the School-room.

4. When using the Scripture Lessons, the Teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

5. The Commissioners require that the principles of the following Lesson, or of a Lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School.

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii., v. 18), even with these of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

(1) Insert the name of the Parent or Guardian.

(2) Insert the name of the Teacher.

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If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbors and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, when he was reviled, reviled not again (1 Pet. ch. ii., v. 23).

6. The use of the Tablet, furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply, except in the way hereinbefore stated, to the Scripture Lessons and the Book of Sacred Poetry, or to the matter contained in the common School-books, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

## § VI.

VI.—*Management of National Schools.*

1. The local government of the National Schools is vested in the local Patrons thereof.

2. The Commissioners recognise as the local Patron the person who applies in the first instance to place the School in connexion with the Board, unless it be otherwise specified in the application.

3. If a School be under the local management of a School-Committee, such Committee has all the rights of an individual Patron.

4. The Patron has the right of nominating any fit person to act as his representative in the local management of the School; such representative to be designated the "Local Manager." The Patron may, at any time, resume the direct management of the School, or appoint another Local Manager. This rule applies equally whether the Patronship be vested in one or more individuals.

5. When a school is vested in Trustees, they have the right to nominate the Local Manager.

6. When a School is vested in the Commissioners, the name of the Patron or Patrons is inserted in the lease.

7. In the case of a vacancy in the Patronship by death, the representative of a lay Patron, or the successor of a clerical Patron, is recognised by the Board (where no valid objection exists) as the person to succeed to the Patronship of the School.

8. If a Patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board.

9. In all cases, the Commissioners reserve to themselves the power of determining whether the Patron, or the person nominated by him, either as his successor, or as local Manager, can be recognised by them as a fit person to exercise the trust.

10. In all cases, whether the School be vested or non-vested, the Patron, when nominating a local Manager, ought to notify to the Commissioners whether or not the person so nominated is to exercise all the rights of Patron during the period he acts as Manager.

11. When a School is under the control of a Committee, or of joint Patrons, a "Local Manager" should be appointed, to correspond with the office, sign documents, &c., &c.

12. The local Patrons (or Managers) of Schools have the right of appointing the Teachers, subject to the approval of the Board, as to character and general qualifications; the local Patrons (or Managers) have also the power of removing the Teachers of their own authority.

13. Patrons and Managers are permitted to close their respective Schools for a reasonable time during the year, subject to the interference of the Commissioners in cases of abuse; such periods of closing should be limited to six weeks in the year, including the recognised vacations.

14. Managers of National Schools are requested to notify all changes of Teachers to the Office, and to the Inspectors of the respective districts.

## § VII.

VII.—*Inspection by the Commissioners or their Officers.*

1. As the Commissioners do not take the control or regulation of any School, except their own Model Schools, directly into their own hands, but leave all Schools aided by them under the authority of the local Patrons or Managers; the Inspectors are not to give direct orders, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local Patrons or Managers of the Schools, that they may give the requisite orders.



2. The Commissioners require that every National School be inspected by the *Inspector of the District*, at least three times in each year. Appendix A.

3. The *District Inspector*, after each inspection, is to communicate with the local Patron or Manager, for the purpose of affording information concerning the general state of the School, and pointing out such violations of rule, or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary. Rules and Regulations of Commissioners.

4. Upon ordinary occasions, the Inspector is not to give any intimation of his intended visit; but when the inspection is to be public, he is to make such previous arrangements with the local Patrons or Managers, as will facilitate the attendance of the parents of the children, and other persons interested in the welfare of the Schools. PART I.  
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5. The Inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the School.

6. When applications for aid are referred to the District Inspector, he is to have an interview with the applicant; and also to communicate personally, or by writing, with the clergymen of the different denominations, and with other parties in the neighbourhood, with the view of ascertaining their opinions on the application, and whether they have any, and what, objections thereto.

7. The Inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a National School, or the general business of the Commissioners, without their direction.

#### VIII.—Admission of Visitors.

§ VIII.

1. The public, generally, must have free access to every National School (whether Vested or Non-Vested) during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as Visitors, to observe how it is conducted.

2. Visitors of all denominations are to be received courteously by all Teachers of National Schools, and are to have free access to the School-rooms, and full liberty to examine the Registers, Daily Report Books, and Class Rolls; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; but they are not authorized to interrupt the business of the School, by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either Teachers or Scholars from their usual business.

3. Should any Visitors wish for information which they cannot obtain by such an inspection, it is the duty of the Teachers to refer them to the Patron or Manager of the School for such information.

4. As the religious instruction of the children given in the School-room is under the control of the Clergyman or Lay person communicating it with the approbation of their parents, the Commissioners can give no liberty to any Visitor, whether Clergyman or other person, to interfere therewith, or to be present thereat.

5. The Commissioners require that a copy of PART I., with selections from other Parts, of these, their Rules, on a form furnished by them, shall be suspended in every National School-room.

#### PART II.

PART II.

##### EXTENT OF AID, AND CONDITIONS UPON WHICH GRANTED.

##### I.—Kinds of Aid.

§ I.

1. The Commissioners of National Education award aid under two general heads, viz. :—

First—Towards building School-houses and providing suitable fittings and furniture. In such cases, the Commissioners also grant aid towards the payment of Teachers, supply of Books, &c., as hereafter explained.

Secondly—Towards the support and maintenance of Schools established without any assistance from the public funds for the erection of the buildings, or providing furniture.

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2. The Commissioners desire it to be distinctly understood that they reserve to themselves in all cases, in vested as well as in non-vested schools, the right to withdraw any grant of salary or books, whenever they see fit.

II.—Towards Building School-houses (Vested).

1. Before any grant is made towards building a School-house, the Commissioners are to be satisfied that a necessity exists for such a School, that an eligible site has been procured, that a satisfactory lease of the site will be executed either to Trustees for the purposes of National Education, or to the Commissioners in their Corporate capacity; and that the applicants are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c.

2. If the proposed site for a School be in a rural district, and be within three statute miles of a School-house erected with aid from the State, no grant will be made, except under special circumstances.

3. In a rural district, the site should contain one rood. In a town district, the site for a single School should be 100 feet in front, and 80 feet from front to rear; and for a double School, 100 feet square. It should be in a healthy situation, on a public road or street, and have a dry level surface, with a good foundation at a moderate depth, and be convenient to pure water.

4. Although the Commissioners do not refuse aid towards the erection of School-houses on ground connected with places of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground be selected as the site of a School-house, strict inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

5. The School premises must be vested in the Commissioners, or in Trustees, at a nominal rent, and for such term as, under the circumstances, the Commissioners may deem necessary.

6. The lease must be prepared in the Office; the expense to be borne by the Commissioners of National Education.

7. The Commissioners will cause to be kept in repair the School-house and furniture, where the premises are vested in them in their Corporate capacity.

8. When the School premises have been vested in Trustees, for the purposes of National Education, it devolves on the Trustees to keep the house, furniture, &c., in repair.

9. When grants are voted towards the building, &c., of a School-house, the conveyance must be duly executed *before the works are commenced*.

10. No grant can be approved until the District Inspector shall have reported upon all the circumstances of the case; until the Board of Works shall have reported on the eligibility of the proposed site; and the Law Adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

11. The Commissioners determine, from the information afforded them, what amount of School accommodation should be provided in the proposed building.

The following is the scale of Grants for the erection of School-houses, whether vested in Trustees or in the Commissioners.

Class of School.	No. of Children to be accommodated.	Total Estimated Cost, including School Furniture and Out-office.			Board's Grant.			Description of School.
		£	s.	d.	£	s.	d.	
1	60	207	0	0	138	0	0	Single School-room.
2	75	225	0	0	150	0	0	Ditto.
3	100	255	0	0	170	0	0	Ditto.
4	120	306	0	0	204	0	0	Ditto.
5	150	418	5	0	277	10	0	Two rooms on ground.
5 A	150	350	0	0	240	0	0	Ditto—one over the other.
6	200	487	10	0	325	0	0	Two rooms on ground.
6 A	200	435	0	0	290	0	0	Ditto—one over the other.

NOTE.—In many poor localities, where buildings of a less expensive nature than those erected according to the above scale of grants may answer the necessary purposes, the Commissioners will be prepared to grant two-thirds of the expense of erection, provided—

(a). That the general conditions already specified with regard to building grants be complied with. Appendix.

(b). That the erection of such exceptional class of building shall not cost more than £100. Rules and Regulations of Commissioners.

(c). That as regards the character and size of the building, the instructions issued by the Board of Works, from time to time, shall be complied with. PART II.

12. The cost of the house, &c., is determined by the number of children which it is intended to accommodate. § II.

13. The Board of Works will furnish instructions as to the plan and specification, to which the parties receiving aid are bound strictly to adhere.

14. The Commissioners do not sanction grants for the ornamenting of School-houses, but merely for such expenditure as may be necessary for having the children accommodated in plain, substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants.

15. The Commissioners do not sanction grants towards the expense of erecting residences for the Teachers.

16. The Commissioners do not sanction grants to purchase, alter, or furnish houses, for the purpose of being converted into School-houses.

### III.—Towards Support of Schools previously established (Non-Vested). § III.

1. The aid granted to Schools previously established is limited to Salary and Books, and the benefits of Inspection and Training.

2. The Commissioners do not contribute towards Repairs, Fittings, or Furniture; or to the Rent of the School-house.

3. Before aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the School will be efficiently and permanently supported; that some local provision will be made in aid of the Teacher's Salary, in addition to the School-fee; that the School-house is in good repair, and provided with a sufficient quantity of suitable Furniture; that a competent Teacher has been appointed; and that the School is in operation.

4. Before the Commissioners consider any application for aid, they require, from the Inspector of the District, a Report upon all the circumstances of the case.

5. To entitle a School to a continuance of aid, the House and Furniture must be kept in sufficient repair by means of local contributions; the School conducted in all respects in a satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear from the Records of the School that there is a sufficient average daily attendance of pupils.

6. In Mixed Schools, i.e., Schools in which male and female children are taught in the same room, the Teacher may be either male or female, as the circumstances of the School may require; but when a Mixed School has been received into connexion, by the Commissioners, under a male or a female Teacher, the Commissioners will not sanction the appointment of a Teacher of a different sex, unless previous application be made to them to sanction such change.

7. When a school has been taken into connexion, as a School for Males or for Females solely, the Commissioners will not sanction the change from a male to a female school, or vice versa, without their permission having been previously obtained.

## PART III.

## PART III.

### DIFFERENT CLASSES OF NATIONAL SCHOOLS.

#### I.—District and Minor Model Schools. § I.

1. District and Minor Model Schools are built and supported entirely out of the funds placed by Parliament at the disposal of the Commissioners, and are therefore under their exclusive control.

2. The chief objects of Model Schools are to promote united education; to exhibit the most improved methods of literary and scientific instruction to the surrounding schools, and to train young persons for the office of Teacher.

3. In District and Minor Model Schools, the Commissioners appoint and dismiss, of their own authority, the Teachers and other officers; regulate the

*Appendix.* course of instruction, and exercise all the rights of Patrons. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils, by such Pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

*Rules and Regulations of Commissioners.* 4. Some of the Model Schools have farms attached to them, for the purpose of affording instruction in agriculture.

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*II.—Ordinary Literary Schools.*

1. Such Schools may be established either with aid from the State, or by local provision solely.

2. In Vested Schools, the local expenditure need only be one-third of the expense, and the Teachers' salaries are supplemented by the Commissioners.

3. In Non-vested Schools, the State assistance is limited to salary and books and the benefits of inspection and training.

**§ III.**

*III.—Agricultural Schools.*

1. To Schools of this description Farms are attached, for the purpose of illustrating and introducing the most approved systems of tillage and cropping, and general husbandry.

2. Agricultural Schools of every class must have a literary department annexed to them, conducted on the principles of ordinary National Schools.

3. Agricultural Schools consist of two classes, those connected with School Farms of the First Class, and those connected with Ordinary School Farms.

4. School Farms are further subdivided into two classes, viz., those under the exclusive control of the Commissioners, and those under local Patrons.

5. In all Schools connected with School Farms of the First Class the Commissioners will grant salary to a Teacher for the literary department *exclusively*, when the extent of the farm and other circumstances render such an appointment necessary.

*A.—School Farms of the First Class under the exclusive control of the Commissioners.\**

1. The Commissioners defray the greater portion of the cost of erecting the necessary buildings; but they require the local parties to contribute in such proportion as may be deemed necessary, according to the circumstances of each case.

2. The Commissioners undertake the *entire* cost of the furniture, fittings, rent, taxes, maintenance, implements, stock, &c., &c.

3. A Farm of sufficient extent must be conveyed to the Commissioners, at a moderate rent, and on a satisfactory lease.

4. The Commissioners exercise all the rights of Patrons, as in the case of District and Minor Model Schools.

5. The Commissioners admit into these Schools a limited number of free, and also of paying resident Agricultural Pupils.

6. The Commissioners contribute a small weekly payment to the class of day pupils who work on the farm.

*B.—School Farms of the First Class under Local Patrons.*

*1. Where the Premises are Vested.*

1. The Commissioners contribute a certain amount of assistance towards the erection of the buildings, in proportion to the amount of local contribution, and the extent of the farm. The remaining portion of the cost of the buildings and furniture, and the whole cost of implements, stock, seed, &c., must be contributed by local parties.

2. The site of the buildings must be legally vested in the Commissioners, or in Trustees, at a moderate rent, and on a satisfactory lease.

3. The only aid granted by the Commissioners towards the *maintenance* of such Schools, consists of salary to the Master (who must be competent to conduct both the literary and agricultural departments); a sum towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

*2. Where the Premises are Non-vested.*

1. The entire cost of the necessary buildings, furniture, implements, stock, seed, &c., must be defrayed by local parties, and a farm of sufficient extent must be provided.

\* The Commissioners have, for the present, ceased to take into connexion School Farms of the First Class.

2. The Commissioners, besides salary to the Master, contribute also towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

### C.—*Ordinary Agricultural Schools.*

1. This class of Schools consists of Ordinary National Schools (either Vested or Non-vested), to which a small farm (from one to three acres), is annexed. The Teacher must be competent to give instruction both in the theory and practice of Agriculture, and must cultivate the land, with the assistance of his pupils.

2. The only aid granted by the Commissioners, is an addition to the class salary of the Teacher, and in some special cases, a small weekly payment to an Industrial class of pupils.

3. To entitle a School to such aid, the Commissioners require to be satisfied, from the Reports of the Agricultural Inspectors, that the Agricultural department is efficiently conducted.

### D.—*School Gardens.*

The Commissioners award gratuities, on the recommendation of the Agricultural Inspectors, to the Teachers of National Schools, who exhibit the best specimens of garden culture, on ground attached to their respective Schools, the ground to be cultivated by the pupils.

### IV.—*Industrial Schools.*

1. In these Schools, embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the Teachers, on the following conditions:—

First—That all the pupils of the industrial department shall receive literary instruction, for at least two hours daily.

Second—That no religious instruction or religious exercise shall take place during the time the pupils are engaged in industrial occupation.

Third—That a separate room be provided for industrial instruction.

Fourth—That in addition to the literary Teacher, there shall be a suitable person appointed to conduct the industrial department.

2. None but lay Teachers are entitled to a salary from the Commissioners, for conducting an Industrial Department in connexion with a *Convent School*.

3. The amount of salary will depend upon the circumstances of each case.

### V.—*Convent Schools.*

1. Convent Schools receive aid under the conditions applicable to Non-vested Schools, and they are subject to the same Rules and Regulations.

2. The members of the community may discharge the office of Literary Teachers, either by themselves or with the aid of such other persons as they may see fit to employ; the salaries of such assistants to be defrayed by the community, except in the case of monitors.

3. The amount of salary awarded to Convent Schools is regulated by the average number of children in daily attendance, according to a scale laid down by the Commissioners.

4. The Commissioners will grant aid to one School only, in connexion with the same Convent.

### VI.—*Workhouse Schools.*

1. Such Schools are received into connexion, and grants of Books made to them, on condition that they shall be subject to inspection by the Commissioners, or their Officers, and that all the Rules of the Board applicable to Non-vested Schools be faithfully observed.

2. The Commissioners award gratuities to a certain number of the Teachers of Workhouse Schools in each District, on the recommendation of the Inspector.

### VII.—*Schools attached to Prisons, Asylums, &c.*

Such Schools are received into connexion, upon the same general principles as the Workhouse Schools, and grants of Books are made to them. In special cases gratuities are awarded to the Teachers.

### VIII.—*Evening Schools.*

The Commissioners grant aid towards the support of Evening Schools, where the wants of the locality render such institutions desirable. The aid is limited to salary, books, and inspection.

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## Appendix A.

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## PART IV.

## TEACHERS.

I.—*Their Qualifications and Duties.*

1. National Teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their Sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction. These are the qualities for which Patrons of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.
2. No clergyman of any denomination, or member of any religious order, can be recognised as the Teacher of a National School. This does not apply to the Teachers of Convent Schools, nor to those of any Monastery Schools which have been at any time previously in connexion with the Board.
3. Teachers of National Schools are not permitted to carry on, or engage in, any business or occupation that will impede, or interfere with, their usefulness as Teachers. They are especially forbidden to keep public-houses, or houses for the sale of spirituous liquors.
4. Every Teacher is required to have his Daily Report Book lying upon his desk, that Visitors may, if they choose, enter remarks in it. Such remarks as may be made, the Teachers are by no means to alter or erase; and the Inspector of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.
5. Should the Commissioners consider any Teacher in a vested school unfit for his office, or otherwise objectionable, they will require that he be dismissed and another provided: in non-vested schools the grant of salary will be withheld until a suitable Teacher be procured. Teachers are also liable to be fined, depressed, or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.
6. Teachers, whose Schools may have declined in usefulness and efficiency, or who may have conducted themselves improperly, or who, from any other cause, may seem to merit punishment, may be fined, depressed, or deprived of salary.
7. Newly appointed Teachers are not entitled to any salary from the Commissioners, until examined and pronounced competent; and any Teachers newly appointed to National Schools, who, after examination by the Inspectors, may be found wholly unqualified, must be removed.
8. If a Teacher who has been dismissed from a National School for any cause, be appointed to another National School, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary paid to such Teacher.
9. No Teacher dismissed for incompetency is eligible for re-entry into the Board's service till after the expiration of at least six months from the date of such dismissal.
10. If a Teacher who has been a considerable period out of the service of the Board shall again enter it, the Commissioners reserve to themselves the right to determine, in each case, whether such Teacher shall retain the class he was in previous to quitting the service of the Board.
11. The Commissioners regard the attendance of any of the Teachers at meetings held for political purposes, or their taking part in elections for Members of Parliament, or for Poor Law Guardians, &c., except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal.
12. Teachers, to be eligible for entering the service of the Board must, if males, have completed their seventeenth year; and, if females, their sixteenth.
13. No Assistant Teachers be recognised whose qualifications are not at least equal to those required of Probationers.
14. The same rule as to age applies to Assistant as to Principal Teachers.
15. The Commissioners will not grant a salary to an Assistant Teacher in a Boys' School in which there is not an average daily attendance of at least sixty pupils; but in the case of Girls' Schools, or Mixed Schools—that is, Schools attended by both sexes—salary may be obtained for an Assistant, when the attendance shall have maintained itself at an average of at least fifty.

16. In Mixed Schools presided over by a Master, it is desirable, where the attendance warrants it, that a Female Assistant should be selected.

17. The Commissioners will not grant salary to Workmistresses in Mixed Schools, unless there be an average daily attendance of at least forty-five pupils; and the Commissioners require that at least two hours each day be devoted to instruction in this branch.

18. If any Workmistress whose appointment has been sanctioned by the Commissioners, be employed during the remainder of the ordinary school-hours in giving literary instruction to the junior classes, it is competent for the District Inspector, if he considers her qualified, to recommend that she be paid at the rate of salary awarded to "Probationers."

19. In Schools attended by Female Children only, under the care of a Female Teacher, such Teacher must be competent not only to conduct the Literary Department, but also to give instruction in Needlework; but if the average daily attendance amount to forty-five, application may be made for a grant of salary to a Workmistress to take charge of the Industrial Department, which, however, must be superintended by the principal Teacher, who will be held responsible for its efficient management.

20. The following Practical Rules are to be strictly observed by the Teachers of National Schools:—

I. To keep at least one copy of the *General Lesson* suspended conspicuously in the School-room, and to inculcate the principles contained in it on the minds of their Pupils. This should be done at the time of combined ordinary instruction.

II. To exclude from the School, except at the hours set apart for Religious Instruction, all Catholics and Books inculcating peculiar religious opinions.

III. To avoid fairs, markets, and meetings—but above all, Political meetings of every kind; to abstain from controversy; and to do nothing either in or out of School which might have a tendency to confine it to any one denomination of Children.

IV. To keep the Register, Report Book, and Class Rolls, accurately, neatly, and according to the precise forms prescribed by the Board; and to enter or mark in the two latter, before noon each day, the number of Children in actual attendance.

V. To classify the Children according to the National School Books; to study these Books themselves; to teach according to the improved method, as pointed out in their several prefaces; and to labour diligently to train up their Pupils in each branch of knowledge to that degree of attainment, or amount of proficiency, pointed out for each Class, respectively, in the *Programme of Instruction for National Schools*.

VI. To observe themselves, and to impress upon the minds of their Pupils, the great rule of regularity and order—A TIME AND A PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.

VII. To promote, both by precept and example, *Cleanliness, Neatness, and Decency*. To effect this, the Teachers should set an example of Cleanliness and Neatness in their own persons, and in the state and general appearance of their Schools. They should also satisfy themselves, by personal inspection every morning, that the Children have had their hands and faces washed, their hair combed, and clothes cleaned; and, when necessary, mended. The School apartments, too, should be swept and dusted every evening; and whitewashed at least once a year.

VIII. To pay the strictest attention to the morals and general conduct of their Pupils, and to omit no opportunity of inculcating the principles of *Truth and Honesty*; the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their Pupils; to treat them with kindness, combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

X. To cultivate kindly and affectionate feelings among their Pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

XI. To record in the Report Book of the School, the weekly receipts of School Fees, and the amount of all grants made by the Board, as well as the purposes for which they were made, whether in the way of premiums, salaries to Teachers, or payments to Monitors or Workmistresses; also School Requisites, whether Free Stock or purchased at the reduced prices.

XII. To take strict care of the *Free Stock* of Requisites granted by the Board; and to endeavour to keep the School constantly supplied with the National School Books and requisites, for sale to the Children, at the reduced prices charged by the Commissioners; also to preserve, for the information of the Inspectors, the Invoices of Free Stock or purchased Requisites, which will be enclosed with the Grant.

XIII. Should it be intended to close a School for a time not included in the recognised Vacations, notice should be given some days previously to the Inspector; and when a Teacher is summoned for training, and means to obey the Summons, or intends resigning or removing to another School, he should intimate his intention to the Inspector a month, at least, before his removal or resignation, in order that the latter may have an opportunity of visiting his School, and reporting upon the state of the Premises, Free Stock, School Accounts, &c., &c.

XIV. To attend to the Ventilation of the School:—I. Immediately after entering the room in the morning; II. At the time of Roll-call; III. About an hour before the School breaks up. The ventilation can best be effected by lowering, where practicable, the upper part of the Windows, so as to admit a thorough air through the room.

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§ I.

## Appendix A.

## Rules and Regulations of Commissioners.

## PART IV.

21. In cases of illness, and upon Medical Certificates being submitted, the Commissioners allow to Principal Teachers, or Assistants, one month's leave of absence from school duty in the year, for which time their salaries will be paid without deduction. If any more lengthened leave of absence be required, there must be competent substitutes appointed, such substitutes to be paid by the recognised teachers, at the rate of, at least, the salary allowed to probationers. In no case can leave be granted for more than six months.

## § II.

## II.—Training of Teachers.

1. The Commissioners have provided a Normal Establishment in Dublin, for training Teachers, and educating persons who are intended to undertake the charge of Schools.

2. Teachers selected by the Commissioners for admission to the Normal Establishment, must produce a Certificate of good character; also a Certificate from a member of the Medical Profession that they are in good health, and free from any cutaneous disease; and must be prepared to pass through an examination in the Books published by the Commissioners. They are boarded and lodged at the Establishments provided by the Commissioners; and arrangements are made for their receiving religious instruction from their respective Pastors, who may attend at the Normal Establishment at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. The Teachers undergo examination at the close of the course, and they then receive a certificate according to their deserts. The Teachers are, for a considerable time previous to their being summoned, required to prepare themselves for the course.

3. During the absence of the recognised Teacher, a temporary Teacher must be provided to take charge of the School, who is to be paid a portion of the salary falling due to the recognised Teacher during such Teacher's attendance at the Normal Establishment.

4. Assistant Teachers of Model Schools, while in training, receive but half their accustomed share of the fees, and a deduction is made from their salaries at the rate of £20 per annum in the case of males, and £18 in the case of females: these deductions to serve as payment for their substitutes.

5. Should any Teachers present themselves in a delicate state of health, or affected with any cutaneous disease, they will not be received or allowed any travelling expences. No Teacher can be admitted who has not had the Small-pock, or been vaccinated.

6. The Teachers trained in the Normal Institution are divided into three Classes, namely:—

First—The General or Ordinary Class, composed of Teachers (males or females) of National Schools, who have been recommended by the District or Head Inspectors as eligible Candidates for Training.

Second—The Special or Extra Training Class, composed chiefly of Teachers (males or females) who have been selected from the Ordinary or General Class, for additional Training.

Third—The Candidate or *Extern* Class, composed of a limited number of respectable and well-informed young persons, who wish to qualify themselves to act as Teachers. The Candidates admitted to this Class are permitted to attend, without any charge, the Model Schools and the Lectures of the Professors, and at the end of the course they are examined and classed as Teachers, according to their merits and qualifications. Permission is also given to Teachers of Schools not connected with the Board to attend the Model Schools as *Auditors* or *Visitors*, for any period that may suit their own convenience.

7. No Teachers can be admitted to the General or Ordinary Class but those who have succeeded in obtaining Classification after Examination by a Board of Inspectors, or who may be specially recommended by the Inspectors or Professors.

## § III.

## III.—Classification of Teachers, &amp;c.

1. All National Teachers are either "Classed Teachers" or "Probationers." The former are divided into three classes.

The class in which Teachers are ranked depends (I.) upon their qualifications, as determined after examination by the Professors, or by the Inspectors; and (II.) on their proved capacity and efficiency as conductors of Schools.



All Teachers, on first entering the service of the Board, or who have not *Appendix A.*  
been classed, are termed Probationers.

2. Besides the Principal and Assistant Teachers included under the foregoing *Rules and Regulations of Commissioners.*  
heads, there are Junior Literary and Industrial Assistant-Teachers, Teachers of Needlework, Pupil-Teachers, and Paid Monitors.

3. The Commissioners have determined upon a course of study for each class, *PART IV. § III.*  
in which the Teachers are to be examined, as one of the tests of their fitness for promotion.

4. Every National Teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class.

5. Teachers already classed are to be admitted to examinations, with a view to promotion, only on the recommendation of the District Inspector, and no one on whose School a decidedly unfavourable report has been made within the previous year is to be admitted.

6. (a). Teachers will not be eligible for promotion, unless, in addition to satisfactory answering in the course prescribed for the Class to which they aspire, it appears from the reports of the respective District Inspectors, that the Schools are properly organized and well conducted; that adequate exertions have been made to keep up a sufficient average attendance; that their Classes are taught according to the *Programme of Instruction for Schools*; that while the junior pupils are carefully taught, a fair proportion of the pupils of the higher classes, besides being proficient in the ordinary branches of Reading, Spelling, Writing, and Arithmetic, are possessed of a respectable amount of knowledge in Grammar and Geography, and able to write from dictation ordinary sentences with readiness and correctness. In Female Schools it will be further requisite that instruction in plain Needlework, including sewing, knitting, and cutting-out, be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

(b). It must also appear from the reports of the Inspectors, that the School accounts have been regularly and correctly kept; that the School premises have been preserved with neatness and order; that cleanliness in person and habits has been enforced on the children attending them, and that an adequate supply of *Sale Stock of Lesson Books* and other necessary School Requisites has been regularly kept up.

(c). It must also clearly appear that, JUDGED BY THE TOTAL RESULTS PRACTICALLY REALIZED IN THEIR SCHOOLS in the instruction and discipline of their pupils, they are worthy of the higher class to which they aspire.

7. All Teachers, who have not been classed, will be paid as Probationers, until they be classed at the first Examination, to which they shall have been summoned. Those who then obtain classification, will be paid from the commencement of their service under the Board, according to the rate of salary attached to their class. This rule will not extend to those Teachers who when summoned, shall fail, from any cause whatever, to present themselves for examination.

8. All Teachers who have been unsuccessful at their first examination, and who may be retained on trial, will receive the salary of the class to which they may be promoted at any subsequent examination, from the 1st of April of the year in which they offer themselves for such subsequent examination.

9. Teachers who, after their first examination, have been retained on trial as Probationers, if not recommended for promotion by the Head or District Inspectors at the next ensuing examination, cannot be continued in the service of the Board.

10. Classed Teachers who may offer for re-classification will, if promoted, be paid according to their new grade from the 1st of April of the year in which they offer themselves for examination.

11. The Pupil-Teachers of District Model Schools, on taking charge of National Schools after the completion of their course of training, shall, if not already classed, rank as Third Class Teachers (provided they be deemed qualified for that class by the Head Inspector) until they shall have been classed at the first Examination held after their appointment, in the district in which their Schools are situated—when they will be paid according to their classification, from the date of their appointment.

12. All Teachers must remain at least one year in a lower division of any

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class, before they are eligible for promotion to a higher division; and they must remain at least two years in a lower class before they can be promoted to a higher class. These conditions, however, being fulfilled, Teachers of superior attainments, and of eminent usefulness, may be advanced from any division of one class to any division of another, after their first classification, without being required to pass through the intermediate divisions.

13. This regulation does not apply to Teachers who may be promoted on the recommendation of the Professors at the termination of their course of training.

14. Teachers who may have absented themselves from the examinations of previous years, without satisfactory reason assigned, will be liable to be dismissed should they not present themselves when again summoned.

15. All Teachers also who may be specially summoned, and who shall be absent without a sufficient reason, will be liable to be fined or deposed.

§ IV.

#### IV.—Salaries (Ordinary National Schools).

1. The Commissioners grant salaries to Teachers of National Schools at the following rates, subject to the foregoing and annexed regulations:—

Principal Teachers:—		Males.	Females.
First Class,	1st Division, . . .	£52	£42
	2nd " . . .	44	36
	3rd " . . .	30	30
Second Class,	1st Division, . . .	32	26
	2nd " . . .	20	24
	3rd " . . .	14	14
Third Class,	1st Division, . . .	24	20
	2nd " . . .	16	16
Probationers,		15	14

(a). As a general rule, a School, to be entitled to be taken into connexion, or to remain in connexion, must exhibit an average daily attendance of at least 30 pupils.

(b). Teachers cannot be admitted to the enjoyment of First Class salary, nor allowed to continue in its enjoyment, unless their Schools command an average daily attendance of 35 pupils.

(c). Should Schools of the ordinary class be retained in connexion after the attendance shall have fallen below *thirty pupils*, as in certain circumstances they may be retained, their Teachers will be paid according to the provisions of the modified scale given below.

(d). But as regards the Schools placed in connexion with the Board before the close of October, 1860, in every case where the attendance shall appear to be diminished by the admission of new Schools, the Commissioners will not make any reduction of salary on the first occasion of such diminution taking place, but will defer making such reduction until a period of six months shall have elapsed from the termination of the quarter in which the attendance shall, on such first occasion, fall below the required minimum.

(e). And in the case of Schools taken into connexion since October, 1860, reduction of salary, proportioned to the decrease in attendance, will be made in the next quarter subsequent to that in which it first occurs, should the decrease re-appear.

#### Assistant Teachers:—

	Males.	Females.
Unclassed, . . . . .	£15	£14
If classed 3 <sup>d</sup> , . . . . .	18	16
If classed 2 <sup>d</sup> , or higher, . . . . .	24	20
Junior Literary and Industrial Assistants, . . . . .	—	14
Workmistresses, . . . . .	—	8

2. To entitle a School to the services of an Assistant, the School, if for boys only, must have an average daily attendance of at least 60; but if for girls only, or if a mixed School, an average of 50 will suffice. While, however, the average daily attendance in such Schools, respectively, remains under 65 and 55, no higher salary than that of III<sup>d</sup> can be awarded.

3. In mixed Schools presided over by a Master, the Assistant should be a female.

4. To entitle an Assistant to the salary of III<sup>d</sup>, the School, if for boys only, must have an average daily attendance of at least 65, or if mixed, or for girls only, an average daily attendance of 55.

5. In Schools where the average attendance amounts to 110, salary of Classification, up to 2<sup>d</sup>, will be allowed to the First or Senior Assistant.

6. To entitle a girls' School, or a mixed School, presided over by a Master, *Appendix.* to the services of a Workmistress, an average daily attendance of 45 pupils is required, of whom, in the case of mixed Schools, 20 at least must be girls. The same rule applies to Junior Literary and Industrial Assistants in such Schools. *Rules and Regulations of Commissioners.*

*Norm.*—In cases where Schools enjoying the services of Assistants (under which term are included Monitors, Workmistresses, and Industrial Instructors) fail to command the average attendance required for the amount of aid awarded for such services, Managers must be prepared for the entire withdrawal or reduction of such aid in the Second Quarter in which the falling off appears. *PART IV. § IV.*

A like rule will be applied to Evening Schools.

7. The Commissioners in certain cases are prepared to act on the following modification of the above Scale of Salaries provided for Principal Teachers.

I. *Attendance under 15 Pupils.*—Schools with an average daily attendance under 15 pupils, conducted on the principles and the system of the Board, will not be admitted to the enjoyment of salary, but may be allowed Inspection, Books, and Apparatus, under existing regulations. The teachers will be eligible for training, and their service, from their connection with the Board, will count to their credit in respect to supplemental salaries, retiring allowances, &c., should their Schools afterwards become entitled to regular grants of salary, or should they be removed to others so entitled.

II. *Attendance 15 but under 20 Pupils.*—When the average daily attendance is 15, but under 20, in addition to Inspection, Books, &c., and training, the Commissioners will make an award of salary to the teacher, to the amount of two-thirds of a Probationer's salary.

III. *Attendance 20 but under 25.*—When the average daily attendance is 20, but under 25, the full salary of a Probationer, but no more, will be awarded to the teacher.

IV. *Attendance 25 but under 30.*—When the average daily attendance is 25, but under 30, salary as high as that of First Division of Third Class, but no higher, will be awarded to the teacher, should his qualifications in other respects entitle him to such classification.

*Norm.*—These modified grants the Commissioners are prepared to make where the means of religious instruction are not attainable by children of a particular denomination within a reasonable distance of their homes, in any existing National School; but they reserve to themselves the power, in all cases, of preventing the unnecessary multiplication of Schools in any district, and will require as a condition of this modified aid that the Managers of such Schools shall be either Clergymen or other persons of good position in society.

8. The Commissioners are anxious that a further income be secured to the Teacher, either by Local Subscription or School-fees, and they require that the payments made by the Children shall not be diminished in consequence of any increase of Salary which may be awarded to the Teacher.

#### V.—Paid Monitors—Their Salaries, &c.

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<i>Junior Monitors.</i>			<i>Senior Monitors.</i>		
For the First Year, . . .	£2		For the First Year, . . .	£5	
For the Second Year, . . .	£3		For the Second Year, . . .	£6	
For the Third Year, . . .	£4		For the Third Year, . . .	£8	
			For the Fourth Year, . . .	£10	

1. No School whose Teacher does not rank at least in 3<sup>d</sup> Class, can get the benefit of the services of a Junior Monitor; nor can any School whose Teacher ranks not at least in 2<sup>d</sup> Class, be allowed the services of a Senior Monitor.

2. The Paid Monitors are selected from among the best pupils in the National Schools of each district, and are appointed by the Commissioners upon the recommendation of the District Inspectors.

3. No Manager of a National School is obliged to employ a Paid Monitor, nor will such be appointed without his approval.

4. The appointment of a Junior Paid Monitor cannot be held for a longer period than THREE YEARS, nor that of a Senior Paid Monitor for more than FOUR YEARS, at the expiration of which periods, respectively, the salary will be discontinued.

5. The salary may, however, be withdrawn at any time, should want of diligence, or efficiency, or of good conduct on the part of the Monitor, or any other circumstance, render such a course desirable.

6. The Commissioners select (on the recommendation of the Inspectors) the Schools in which the services of Paid Monitors may be employed.

7. When a vacancy in a Monitorship occurs, whether before or after the expiration of a Monitor's term of service, it does not necessarily follow that a successor shall be appointed in the same School.

8. The Programme of the course of study for Paid Monitors can be obtained on application to the District Inspector.

9. Paid Monitors who have completed their course in a satisfactory manner, are eligible, on examination by the Inspectors, to offer as candidates for Assistant-Teacherships or for Pupil-Teacherships in District Model Schools.

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sioners.

10. In the case of a few very large and highly efficient schools, the Commissioners are prepared to appoint young persons of great merit to act as First Class Monitors.

Salary for the First year, . . . . .	£15
Do. Second year, . . . . .	£17

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VI.—Salaries, &c., to other than Ordinary National Schools.

A.—Evening Schools.

The Commissioners grant salaries, generally amounting to £5 a year, to Teachers of Evening Schools, for every 25 Pupils in average attendance.

B.—Schools connected with School Farms of the First Class, under the exclusive control of the Board.

Teachers of this class of Schools receive such amount of Salary as the Commissioners deem sufficient, according to the circumstances of each case.

C.—Schools connected with School Farms of the First Class under Local Patrons.

Masters of this class of Schools, competent to conduct both the Literary and Agricultural Departments, receive £10 per annum in addition to the salary of the class in which they may be placed; but if their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that in all cases such Teachers shall have secured to them for their combined services a salary of £30 a year at least.

D.—Schools connected with Ordinary School Farms.

Masters of such Schools receive £5 per annum in addition to the salary of their class, provided they are competent to conduct both the Literary and Agricultural Departments, and that the Commissioners shall have previously approved of Agriculture being taught in the School.

E.—Industrial Schools.

In National Schools where embroidery and other advanced kinds of needle-work are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work, and the number of pupils engaged in it.

F.—Schools connected with Convents and Monasteries.

1. In Schools of this description, salary is paid according to a per-centage on the average daily attendance:—

Average Attendance.	Salary.	Average Attendance.	Salary.
£	£	£	£
30 to 50	10	361 to 375	61 5
51 " 75	15	376 " 390	68 10
76 " 100	20	391 " 405	72 15
101 " 125	25	406 " 420	77 0
126 " 150	30	421 " 435	81 5
151 " 175	35	436 " 450	85 10
176 " 200	40	451 " 475	90 15
201 " 225	45	476 " 500	94 0
226 " 250	50	501 " 525	98 5
251 " 275	55	526 " 550	102 10
276 " 300	60	551 " 575	106 15
		576 " 600	111 0

601 upwards, increase at £15 per cent.

2. As the amount of salary to Schools of this class will in all cases depend upon the average daily attendance of pupils, Managers are to be prepared for augmentation or diminution accordingly, at the expiration of each quarter.

3. Schools of this class are entitled to the services of Paid Monitors.

4. For Evening Schools, an allowance is made at the rate of £10 for every hundred pupils in average attendance.

G.—Model Schools.

(a.) Scale of Salaries to Head Masters and Mistresses of Model Schools.

1. The head master to receive £60 per annum, and after the completion of three years' service to rise by £5 per annum, until the salary amount to £100, should he be reported faithful and efficient in the discharge of his duties.\*

\* In case of head masters of Model Schools residence is provided, or in lieu thereof, in some cases, allowance for house rent.

2. The head mistress to receive £55\* per annum, and after three years' service to rise by £2 10s. per annum, on the same condition as in the case of males, until the salary amount to £75 a year.

3. Principals, both males and females, enjoy also one-half the school-fees received in their respective departments.

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(b.) *Scale of Salaries and Allowances to Assistant Masters and Mistresses in Model Schools.* PART IV.  
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1. An assistant master to receive his class salary, a supplemental salary of £16 per annum, and generally a certain proportion of the school fees.

2. An assistant mistress to receive her class salary, a supplemental salary of £12 per annum, and generally a certain proportion of the school fees.

3. The grant of such supplemental salaries to be contingent upon the Report of the Head and District Inspectors.

(c.) *Allowances to Teachers of Model Schools who, possessing Certificates of Competency, shall give Instruction in Singing, Drawing, or Physical Science.*

1. The head master or mistress to be allowed £10 annually, but to be paid for teaching only one of these subjects.

2. The assistant master or mistress to be allowed for

Singing,	£8
Drawing,	3
When both are taught,	12
And an Assistant Master for teaching Physical Science,	8

3. When the assistant teacher is engaged in teaching both physical science and either drawing or singing (for not more than two of these extra branches are to be taken by the same assistant), a sum of £12 annually to be granted to him.

4. If in the case of singing or drawing the instructions of the teacher, Principal or Assistant, are confined to but one department of the school, as the Boys' or Girls', but half the assigned rate of payment is allowed.

5. These allowances to be contingent upon the Report of the Head and District Inspectors.

(d.) *Paid Monitors and Pupil-Teachers in Model Schools.*

1. Monitors are allowed for the

First Year,	£6	Third Year,	£10
Second Year,	8	Fourth Year,	12

2. In the case of Pupil-teachers resident in the house, an allowance at the rate of £24 a year is granted to the Master for the board, &c., of each.

3. Extra Pupil-teachers are allowed at the rate of £20 a year each, in lieu of board, &c.

(e.) *Gratuities to Pupil-Teachers and Paid Monitors in Model Schools.*

1. An annual gratuity not exceeding 30s. may be awarded to pupil-teachers (of first year) and paid monitors for good conduct, distinguished merit in their studies, and success in the instruction of the classes intrusted to their charge.

2. Pupil-teachers who may be retained for training beyond their first year, will be allowed a gratuity of 30s. a quarter, as reward for good conduct, &c.

3. These gratuities are granted on the recommendation of the Head and District Inspectors.

H.—*Gratuities to Literary Teachers of Workhouse Schools.*

1. The Commissioners of National Education (with the concurrence of the Poor Law Commissioners) award gratuities to a certain number (forty males and forty females) of the Teachers of the Workhouse Schools, in connexion with the National Board, who shall be recommended by the District Inspectors.

The gratuities are divided into two classes:—

For Male Teachers,	{ First Class,	Twenty at the rate of £20 a year each.
	{ Second Class,	Twenty " £4 "
For Female Teachers,	{ First Class,	Twenty " £5 "
	{ Second Class,	Twenty " £3 "

\* This includes £20 a year for lodging allowance.

*Appendix A.* 2. The awards are made half-yearly, for the periods ending 31st March, and 30th September.  
*Rules and Regulations of Commissioners.* 3. It is to be understood that such gratuities are given in addition to the salaries paid to the Teachers of Workhouse Schools under the provisions of the Poor Law Act.

*PART IV.* 4. No Teacher is precluded from receiving the gratuity two or more half years in succession, if recommended by the District Inspector as deserving of it; but a Teacher having received a gratuity for one half year, is not thereby entitled to the payment of another for the succeeding half year.  
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5. If the Local Guardians know any just cause for withholding the gratuity from the Teacher, they are to return the receipt unsigned, and communicate to the Commissioners of National Education the grounds for so doing.

6. The Teachers of Workhouse National Schools are also eligible to receive the gratuity for instructing pupils in Vocal Music.

§ VII.

# VII.—*Gratuities, &c., to Teachers of Ordinary National Schools.*

## A.—*Premiums for Order, Neatness, and Cleanliness.*

1. The sum of £22 10s. will be allocated to each of the School Districts, and divided into Thirteen Premiums.

One of £4	:	:	:	£4		Five of £1 10s.	:	:	:	£7 10s.
Two of £3	:	:	:	£6		Five of £1	:	:	:	£5

2. These Premiums are awarded ANNUALLY on the recommendation of the District Inspector, at the expiration of the year.

3. No Teacher is eligible for this Premium for more than two years in succession, or who shall be in receipt of Good Service salary.

4. These Premiums will be awarded to Teachers of all classes, provided the average attendance in each case shall not fall below that required for Salary of Teacher's Class; but none will be deemed eligible to receive such Premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose Schools are not conducted in all respects in a satisfactory manner.

5. If the Patron or Manager of a National School knows any just cause for withholding the Premium from the Teacher, he is to return the receipt unsigned, and state his reasons for so doing.

## B.—*Supplemental or Good Service Salaries.*

1. Supplemental or Good Service Salaries are awarded to a certain number of Teachers of National Schools on the recommendation of the Head and District Inspectors, subject to the following conditions:—

(a). That the teacher ranks not lower than First Division of Third Class.

(b). That the average attendance at his school amounts to thirty-five at least.

(c). That the teacher has given not less than eight years' service under the Board; period of service to be reckoned from the date from which salary as a Classed Teacher was first paid.

2. No teacher to be eligible for such Supplemental Salary who shall have been depressed or fined for misconduct or neglect of duty, or on whose school a decidedly unfavourable report shall have been made within the preceding three years, or who shall not have shown himself, throughout his whole career, to have been attentive and painstaking, and mindful of all the details of school-keeping.

3. Any teacher to whom such Good Service Salary shall have been awarded, but who shall subsequently cease to exhibit those qualities which first obtained for him this distinction, or whose school shall fall below an average daily attendance of thirty-five pupils, shall thereby forfeit such Supplemental Salary.

4. Teachers in receipt of Good Service Salary who may become entitled to an increase, on the ground of a more lengthened term of service, or on account of promotion to a higher class, must be specially recommended by Inspector for such increase.

5. In case of promotion from a lower to a higher class, teacher will not be entitled to the consequent increase of Good Service Salary until he shall have been a year in his new class.

6. Payments to be made annually; and in no case without the united recommendation of the Head and District Inspectors.

MALES.						FEMALES.										
Of Class	After Good Service of						Of Class	After Good Service of								
	6 Years.			12 Years.				6 Years.			12 Years.			17 Years.		
III <sup>1</sup>	£	s.	d.	£	s.	d.	£	s.	d.	III <sup>1</sup>	£	s.	d.	£	s.	d.
III <sup>2</sup>	3	0	0	4	0	0	6	0	0	III <sup>2</sup>	3	0	0	3	0	0
II <sup>1</sup>	4	0	0	5	0	0	7	0	0	II <sup>1</sup>	3	0	0	4	0	0
II <sup>2</sup>	5	0	0	6	0	0	8	0	0	II <sup>2</sup>	4	0	0	5	0	0
I <sup>2</sup>	6	0	0	7	10	0	9	10	0	I <sup>2</sup>	4	10	0	5	10	0
I <sup>3</sup>	7	0	0	8	10	0	11	0	0	I <sup>3</sup>	6	0	0	7	0	0
I <sup>4</sup>	8	0	0	11	0	0	13	0	0	I <sup>4</sup>	7	0	0	9	0	0

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PART IV.  
§ VII.

#### C.—Allowances for teaching Vocal Music, Drawing, and Navigation.

1. To every teacher, possessing a certificate of competency, who shall give instruction in vocal music in his school, a gratuity ranging from £2 to £5 a-year, according to the number under instruction and the success of the teacher's efforts.

2. To every teacher possessing a certificate of competency from the drawing-master in the Central Model School, or from the master of a School of Art, who shall give instruction in drawing to a class with sufficient average attendance, an annual gratuity, varying from £3 to £10, according to the number under instruction and the success of the teacher's efforts.

3. Gratuities for teaching singing and drawing are awarded to the conductors of Convent Schools on the same conditions as in the case of ordinary Schools, provided satisfactory proof is afforded of the competency of the teachers, and that the instruction is given during the hours of secular education.

4. To every teacher of a National school, possessing a certificate of competency from the masters of the Dublin, Belfast, Limerick, or Waterford Model Maritime Schools, who shall give evidence of having an average attendance of at least six pupils under instruction in navigation, an annual gratuity of £3 for an attendance of six pupils, and £10 for an attendance of twelve or more.

#### D.—Gratuities for Instructing Paid Monitors.\*

Junior Monitors,	For each junior monitor, a gratuity of	£ s. d. 1 0 0
Senior Monitors,	For each monitor of 1st year, a gratuity of	1 0 0
	do. of 2nd year, do.	1 10 0
	do. of 3rd or 4th year, do.	3 0 0
1st Class Monitors,	do. of 1st or 2nd year, do.	3 0 0

#### E.—Gratuities for Extra Instruction to Unpaid Monitors.\*

1. A gratuity not exceeding four pounds may be awarded to teachers of organized schools, who shall give extra instruction to a staff of unpaid monitors appointed by the Inspector or Organizer.

a. Teachers must, to entitle them to such gratuities, keep a record of the time devoted by them to the monitors' instruction.

b. No gratuity can be awarded under this or the preceding head unless the answering of the monitors be satisfactory and that such answering can be fairly referred, in great part at least, to the care bestowed by the teacher during the time of such special instruction.

#### F.—Gratuities for preparing Young Persons for the Office of Teacher.\*

1. For every pupil who, after having been appointed to a school, shall pass respectably the first annual examination, held subsequently to such appointment, the master or mistress by whom such pupil shall have been trained will be entitled to a sum of not less than £2, and not more than £3; but in no year is the amount to exceed £15 to any one school or teacher as the reward of such services.

2. The conditions to be observed in regard to these gratuities are—

(a). That such pupil shall have attended in the school not less than two consecutive years immediately preceding his or her appointment as a teacher.

\* Teachers of Model Schools are excluded from obtaining this class of gratuities.

## Appendix A.

Rules and Regulations of Commissioners.

PART IV.  
§ VII.

(b). That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all other respects.

(c). That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

(d). That not more than twelve months shall have elapsed between such pupil's first examination and the date of his leaving the school of his former instructor.

## G.—Gratuities for preparing Young Persons for the Office of Pupil-Teacher in Model Schools.\*

1. A gratuity not exceeding £2 may be awarded to teachers from whose schools shall proceed eligible candidates for the office of pupil-teacher in the Model Schools.

2. The conditions to be observed in regard to these gratuities are—

(a). That such pupil shall have attended in the school not less than two consecutive years immediately preceding his appointment as pupil-teacher.

(b). That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all respects.

(c). That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

NOTE.—In regard to the foregoing special gratuities, as in regard to the annual salaries of the teachers of National schools, it is to be distinctly understood that the Commissioners reserve to themselves the right to determine, on cases shown, whether the payment is to be made in whole or in part, or is to be altogether withheld.

## II.—Retiring Gratuities.

In particular cases the Commissioners have the privilege of granting gratuities of reasonable amount to deserving Teachers of long standing in their service, when, from old age and infirmity, they are obliged to retire.

## PART V.

## PART V.

## SUPPLIES OF BOOKS, SCHOOL REQUISITES, AND APPARATUS.

## § I.

## I.—Nature and Extent of Grants, and Conditions on which made.

1. The Commissioners furnish gratuitously to each School a First Stock of School Requisites, in proportion to the attendance of Children. These Requisites are to be kept as a School Stock, for which the Master or Mistress is held responsible, and are on no account to be sold or taken out of the School.

2. The funds of the Commissioners do not enable them to give a Free Stock sufficiently large for the entire wants of the School; and they therefore require that the local parties shall purchase a Stock of Books and other Requisites—proportionate to the grant of Free Stock—for the use of the School, and for sale to the Pupils. Any additional maps, stationery, slates, clocks, and other requisites, must also, as required from time to time, be purchased at reduced rates.

## A.—Free Stock.

The value of the grant of Free Stock is regulated by the average daily attendance of Pupils, as ascertained from the reports of the Inspectors. The Managers of Schools have the privilege of selecting their grants of Free Stock from the following List—being at liberty to choose such of them as they most approve of, and to omit any to which they object:—

Slates, Large.  
Do. Small, ruled.  
Slate Pencil Holders.  
Ink Wells.

Patterson's Sheet of Illustrations to Zoology.

No. 1.

Do.,

Do.,

No. 2.

One Set Tablet Lessons, Arithmetic, 66 sheets mounted on 30 Boards.

Do. do. Reading, part 1, 24 sheets, mounted on 18 Boards.

One Set of Copy Lines, mounted.

Thirty-hour American Clock, in case.

Professor Sullivan's English Dictionary.

\* Teachers of Model Schools are excluded from obtaining this class of gratification.



Fleming's Atlas (Outline Maps).  
 Dever's Atlas, 12 Maps, coloured.  
 Kirkwood's Atlas, 12 Maps, coloured.  
 Davies' Hints on Secular Instruction.  
 Young's Infant School Manual.

## LARGE MAPS.

Map of the World.	Map of Australia.
" Ancient World.	" British Isles.
" Europe.	" England.
" Asia.	" Scotland.
" Africa.	" Ireland.
" America.	" Palestine.
" United States.	

Johnston's School and Family Maps—size 23 by 27 inches, on rollers, varnished—

Eastern Hemisphere.	America.
Western do.	Canaan and Palestine.
England.	Chart of the World.
Scotland.	Geographical Terms.
Ireland.	United States and
Europe.	Canada.
Asia.	Chronological Chart
Africa.	of Ancient History.

\*. These Maps are of the same character as the large Maps, but being smaller, may be more convenient for many Schools.

Physical Map of the World.

Physical Map of Europe, with book.

Betts' Educational Maps—size, 23 by 25 inches, on rollers, varnished—

England.	America.
Scotland.	Australia.
Ireland.	Palestine.
Europe.	Eastern Hemisphere.
Asia.	Western do.
Africa.	

Interrogatory Maps, with Book of Exercises to each Map; to correspond with the Educational Series, on roller, varnished—

Europe.	England.
Asia.	Scotland.
Africa.	Ireland.
America.	

3-inch Semi-Globe, hinged.

View of Nature in all climates, mounted on roller.

View of Nature in ascending regions, mounted on roller.

The Human Species, 4 sheets, mounted on roller.

Machinery and Manufactures, mounted, viz.

1. Condensing Steam Engine.
2. High Pressure Engine.
3. Locomotive Engine.
4. Marine Engine—side Lever.
5. Marine Engine—Oscillating.
6. Marine Engine—Screw.
7. Paper-making Machine.
8. Printing Machine.
9. Manufacture of Gas.
10. Electric Telegraph.
11. Fire Engine and Pump.
12. Malting and Brewing.

13. Distilling.
14. Principle of the Watch.
15. Hydraulic Press.
16. Manufacture of Cast Iron.
17. Flour Mill.
18. Suction and Force Pumps.
19. The Barometer and its uses.
20. Threshing Machine.
21. Gas Meter.
22. Mechanism of a Clock.
23. The Cotton Plant and its Cultivation.

Lardner's Illustrations of Mechanics, Natural Philosophy, &c., mounted on roller—

- |                           |                      |
|---------------------------|----------------------|
| 1. Mechanical Powers.     | 5. Motion and Force. |
| 2. Machinery.             | 6. The Steam Engine. |
| 3. Watch and Clock work.  | 7. Hydrostatics.     |
| 4. Elements of Machinery. | 8. Hydraulics.       |
|                           | 9. Pneumatics.       |

Graphic Illustrations of Animals, showing their uses in life, and after death, 21 prints, mounted.

Natural History, 150 prints, mounted.

Natural Phenomena, 30 prints, mounted.

Animals illustrated in their comparative sizes, on roller.

Tool Box, containing an assortment of most useful Tools.

Centrifugal Machine.

Archimedian Screw; Working Model.

Black Boards:—42 by 36.

Do., 36 by 36.

Do., 30 by 34.

Do., 42 by 36, on Stand.

Do., 36 by 36, Stated for Mark.

Framed Black Boards:—42 by 30.

Do., 36 by 30.

Do., 24 by 16.

Books:—Shut-up Basel, 7 feet.

Do., Do., 6 feet.

Framed Basel, 6 feet, double leg.

Lesson Post, suitable for Tablet Lessons.

Pointers, common, long.

Do. do., short.

ARITHMETIC FRAMES:—

Frame and Stand.

Hand Frames, 17 by 19 inches.

" 15 by 13 "

The following requisites are included in the grant:—

- District Inspector's Observation Book.  
 School Register.  
 Daily Report Book.  
 Roll Book.  
 General Lesson.  
 Commandments.  
 Time Table.  
 Commissioners' Rules.  
 Rules for Teachers.  
 Religious Instruction Tablet.  
 Religious Instruction Certificate Book.  
 Programmes of Instruction.

Appendix.

Rules and Regulations of Commissioners.

PART V.  
 § I.

## B.—Requisites supplied at Reduced Prices.

1. When Books, &c., purchased from the Commissioners at the reduced prices are sold to the children attending a National School, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

*Appendix A.* 2. The following is the List of Books, School Requisites, and Apparatus supplied to Schools at reduced prices:—

Rules and Regulations of Commissioners.	First Book of Lessons.
	Second do.
	Third do.
	Fourth do.
<b>PART V.</b>	Fifth Book (Boys').
<b>§ I.</b>	Reading Book for Girls' School.
	Biographical Sketches of British Poets.
	Selections from the British Poets, Vol. 1.
	Do., do., Vol. 2.
	Introduction to the Art of Reading.
	English Grammar.
	Key to do.
	First Book of Arithmetic.
	Key to do.
	Arithmetic in Theory and Practice.
	Key to do.
	Book-keeping.
	Key to do.
	Epitome of Geographical Knowledge.
	Compendium of do.
	Elements of Geometry.
	Mensuration.
	Appendix to do.
	Natural Philosophy, &c. —
	Vol. 1. Mechanics, Hydrostatics.
	Vol. 2. Electricity, Galvanism, &c.
	Vol. 2. Chemistry and Chemical Analysis.
	Scripture Lessons (Old Testament), No. 1.
	Do., do., No. 2.
	Do., (New Testament), No. 1.
	Do., do., No. 2.
	Sacred Poetry.
	Agricultural Class Book.
	Farm Account Book.
	Directions for Needlework.
	Do., with Specimens.
	Tablet Lessons, Arithmetic, 66 sheets.
	Do., mounted on 36 Pasteboards.
	Do., Spelling and Reading Tablets, Part 1.
	Do., do., Part 2.
	Do., mounted on 17 Boards, Part 1.
	Do., do., Part 2.
	Copy Lines.
	Do., mounted.
	Large Map of the World.
	Map of Ancient World.
	Do., Europe.
	Do., Asia.
	Do., Africa.
	Do., America.
	Map of United States.
	Do., Australia.
	Do., British Isles.
	Do., England.
	Do., Scotland.
	Do., Ireland.
	Do., Palestine.
	Thirty-hour American Clock, in case.
	Eight-day Spring Clock, not striking the hours.
	Copy Books, Large, without head-lines.
	Do., Small, do.
	Do., (Vers. Foster's), with head-lines.
	Quills.
	Steel Pens (Nibs).
	Do., broad, medium, or fine points, No. 675 F, 675 M, 675 B.
	Do., broad, medium, or fine points, No. 6142 F, 6143 M, 6144 B.
	Barrel Pen, N.
	Holders for do.
	Slates, Large.
	Do., Small, ruled.
	Slate Pencils.
	Slate Pencil Holders.
	Ink Stands.
	Ink Powders.

Books not Published, but Sanctioned by the Commissioners of National Education.

Professor Sullivan's English Dictionary.	Do.	Spelling Book, Super-seeded.
Do.	Do.	English Grammar.
Do.	Do.	Introduction to Geography and History.
Do.	Do.	Geography Generalized.
Do.	Do.	Literary Class Book.
Fleming's Atlas of Outline Maps, coloured.		
Dewar's Atlas, 12 Maps, coloured.		
Kirkwood's Atlas, 12 Maps, coloured.		
Dewar's Hints on Regular Instruction.		
Easy Lessons on Reasoning.		
Easy Lessons on Money Matters.		
Young's Infant School Manual.		
Household Work for Female Servants.		
Patterson's First Steps to Zoology, Part 1.	Do.	Sheet of Illustrations to do., No. 1.
Do.	Do.	First Steps to Zoology, Part 2.
Do.	Do.	Sheet of Illustrations to do., No. 2.
Do.	Do.	Zoology for Schools, Part 1.
Do.	Do.	do., Part 2.
Dr. Thomson's Treatise on Arithmetic.	Do.	Key to do.
Do.	Do.	Elements of Euclid, Part 1.
Do.	Do.	do., Part 2.
Do.	Do.	Introduction to Algebra.
Arithmetical Table Books.		
Works for the Use of Agricultural Pupils.		
Dr. Hodges' First Steps in Agricultural Chemistry.	Do.	First Lessons in do.
Do.	Do.	Johnston's Catechism of do.
Do.	Do.	Murphy's Agricultural Instructor.
Do.	Do.	Campbell's Farmer's and Cottager's Guide.
Do.	Do.	Fringle on Green Cropping.
Do.	Do.	Stephen's Catechism of Practical Agriculture.
Do.	Do.	Wilhelm's Focal Mirror, supplied only to Schools where the Teachers hold Certificates of competency to instruct in Singing.
Do.	Do.	Hullah's Manual.
Do.	Do.	Songs for Schools, No. 1.
Do.	Do.	do., No. 2.
Do.	Do.	Set of 8 Large Sheets.
Do.	Do.	Excercises, Book 1.
Do.	Do.	do., Book 2.
Do.	Do.	Slates, ruled for Music.
Do.	Do.	Tuning fork.
Do.	Do.	Glosses:—
Do.	Do.	12-inch, in Mahogany, low stand, Brass Meridian.
Do.	Do.	12-inch, in Stained Wood, low stand, Iron Meridian.
Do.	Do.	6-inch Semi-Globe, on Mahogany board.
Do.	Do.	3-inch do. do.
Do.	Do.	3-inch do. do. hinged.
Do.	Do.	MAPS:—
Do.	Do.	Johnston's School and Family Maps—also 25 by 27 inches, on rollers, varnished—
Do.	Do.	Eastern Hemisphere.
Do.	Do.	Western do.
Do.	Do.	Canada and Palestine.
Do.	Do.	Chart of the World.
Do.	Do.	Geographical Terms.
Do.	Do.	United States and Canada.
Do.	Do.	Chronological Chart of Ancient History.

\*.\* These Maps are of the same character as the large Maps usually supplied by the Commissioners, but being smaller, may be more convenient to many Schools.

Johnston's Physical Map of the World.

Do. Physical Map of Europe, with book.  
Bette's Educational Maps—size, 25 by 25  
inches, on roller, varnished—

England.	America.
Scotland.	Australia.
Ireland.	Palestine.
Europe.	Eastern Hemisphere.
Asia.	Western do.
Africa.	

Interrogatory Maps, with Book of Exercises  
to each map, to correspond with the Educa-  
tional Series, on roller, varnished—

Europe.	England.
Asia.	Scotland.
Africa.	Ireland.
America.	

Geographical States—Each State has Two  
Outline Maps permanently engraved on it,  
and accompanied with Key Maps—

England and the World.	United States and England.
Europe and Asia.	United States and the World.
Africa and America.	
Ireland and Scotland.	

Outline Maps—size, 17 by 15½ inches, printed  
on good paper, for Geographical Exercises—

England.	Africa.
Scotland.	North America.
Ireland.	South America.
France.	Eastern Hemisphere.
Europe.	Western do.
Asia.	Palestine.

Key Maps—same size and sorts as preceding—  
coloured.

Physical Geography (Reynolds'), mounted—

1. Physical Features of the Land.	5. Distribution of Rain.
2. Volcanic System.	6. Distribution of the Winds.
3. Climates.	
4. Movements of the Waters.	

Griffith's Geological Map of Ireland, on roller.  
School Atlas of Physical Geography, with  
Introduction, and 39 Maps, coloured, bound.  
Atlas Illustrative of the Physical, Political,  
and Historical Geography of the British  
Empire, 10 Maps, coloured, bound.

DIAGRAMS—Illustrations of Natural Philoso-  
phy (Johnston's), on roller, varnished, each  
accompanied by a book—

- No. 1. Properties of Bodies.
- No. 2. Mechanical Powers.
- No. 3. Hydrostatics.
- No. 4. Hydraulics.
- No. 5. Physiology, No. 1.
- No. 6. Physiology, No. 2.
- No. 7. Steam Engines.

Astronomy, 6 sheets (Reynolds'), mounted.  
View of Nature in all climates, in wrapper.  
Do., Do., mounted on a roller.  
Do., in ascending regions, mounted  
on roller.  
The Human Species, 4 sheets, mounted on  
roller.

Machinery and Manufactures, viz.:

- 1. Condensing Steam Engine.
- 2. High Pressure Engine.
- 3. Locomotive Engine.

4. Marine Engine—side Lever.

5. Marine Engine—Oscillating

6. Marine Engine—Screw

7. Paper-making Machine.

8. Printing Machine.

9. Manufacture of Gas.

10. Electric Telegraph

11. Fire Engine and Pumps.

12. Malting and Brewing.

13. Distilling.

14. Principle of the Watch.

15. Hydraulic Press.

16. Manufacture of Cast Iron.

17. Flour Mill.

18. Section and Force Pumps.

19. The Barometer and its uses.

20. Threshing Machine.

21. Gas Meter.

22. Mechanism of a Clock.

23. The Cotton Plant and its Cultivation.

Lardner's Illustrations of Mechanics, Natural  
Philosophy, &c., mounted on roller—

1. Mechanical Powers.	5. Motion and Force.
2. Machinery.	6. The Steam Engine.
3. Watch and Clock work.	7. Hydrostatics.
4. Elements of Ma- chinery.	8. Hydraulics.
	9. Pneumatics.

Section of Screw Line-of-Battle Ship, mounted.  
Table of British Straits, mounted.

Natural Phenomena, 50 prints.

Do., mounted.

Useful Plants, a set of 12 plates, coloured, in  
wrapper, with Book.

Do., Do., mounted.

Natural History, 150 prints.

Do., mounted.

Animals, illustrated in their comparative sizes,  
on roller.

Graphic Illustrations of Animals, showing  
their uses in life and after death, 21 prints,  
mounted.

The Animal Kingdom, 4 sheets, coloured,  
mounted.

Patterson's Zoological Diagrams (10), mounted  
on rollers, varnished.

Set of Chemical Apparatus for performing  
experiments to illustrate Johnston's Agri-  
cultural Chemistry.

Tool Box, containing an assortment of most  
useful Tools.

Compound Portable Microscope.

Magnetic Ship's Compass, 10-inch.

Magnetic Compass, in brass case, 1½-inch.

Do., in mahogany case.

Thermometers—Boxwood Thermometers.

Models, &c.—Working Models of Mechanical

Powers (Edwards).

Centrifugal Machine.

Archimedean Screw; Working Model.

Cards of Model Tools—Carpenter, Cabinet-  
maker, Bricklayer, Plumber, Painter and  
Glazier, Printer, Bookbinder, Goldbeater,  
Cooper, Farrier, Miner, Roadmaker and  
Furrier, Gardener, 12 sorts.

Geometrical Solids, set of, in box.

Conic Sections, Do.

Dissected Cone, in boxwood.

Dissected Cube, Octahedron.

Do., Tetrahedron.

Do., Dodecahedron.

Do., Pentagonal Dodecahedron.

Steel Goniograph, for illustrating Geometrical  
Angles.

Tangible Arithmetic, consisting of 12 doc-  
uments in box.

Appendix.

Rules and  
Regulations  
of Commis-  
sioners.

PART V.  
§ I.

## Appendix A. ILLUSTRATIONS OF THE USEFUL ARTS:—

Rules and  
Regulations  
of Commis-  
sioners.

PART V.  
§ 1.

The Manufacture of a Needle described, with specimens of wire in its various stages up to the finished needle.

The Manufacture of a Pin described, with specimens, showing the progress from the rough metal to the finished article.

The Manufacture of Paper described, accompanied by sixteen illustrative specimens.

## EDUCATIONAL CABINETS:—

Edwards' Educational Cabinet, consisting of Natural Objects to illustrate Lessons on Common Things.

M'Nah's Object-Lesson Cards, illustrative of the Vegetable Kingdom, with specimens.

The Silkworm, exhibiting its various changes from the egg, in glazed case.

## MATHEMATICAL DRAWING INSTRUMENTS:

Leather pull-off Case of Patent Instruments, No. 0211, containing 6-inch steel-joint compass, pen point, pencil point, hand pen, and 6-inch boxwood scale.

Minogany Case of ditto, No. 0212, containing 6-inch steel-joint compass, pen and pencil points, divider, bow pen, hand pen, pencil, box scale, oblique parallel, and brass protractor.

Lead Surveying Chisels, English Measure.  
Do., Irish Measure.

Flat Rulers, Pear Tree Wood, No. 2, 12-inch.  
Do., Do., No. 3, 15 "  
Do., Do., No. 4, 18 "

Round Ebony Rulers, 12-inch.  
Do., 15 "  
Do., 18 "

Gunter's Scales, boxwood, 12-inch.  
Do., 24 "

Chain Scale, boxwood, 12-inch.

Picturing Scale, 12-inch.

Offset Scales.

Ebony Parallel Rulers, 16 inches.

T Squares, No. 1, 16-inch.

Do., No. 2, 24 "

Do., No. 4, 36 "

Black Boards:—42 by 30-inch.

Do., 36 by 30 "

Do., 30 by 24 "

Do., 42 by 36, on Stand.

Do., 36 by 30, Ruled for Music.

Framed Black Boards:—42 by 30-inch.

Do., 36 by 30 "

Do., 24 by 16 "

Easels:—Shut-up Easel, 7 feet.

Do., 6 feet.

Framed Easel, 6 feet, double leg.

Lesson Post, suitable for Tablet Lessons.

Black Canvas, stretched on Frames, 22 by 17 inches.

Drawing Boards—Clamped:—12 by 24.

Do., Do., 18 by 12½.

Do., Do., 30 by 12½.

## ARITHMETIC FRAMES:—

Frame and Stand.

Hand Frames, 16 by 13 inches.

Pointers, common, long.

Do., Do., short.

Sewing Needles:—Assorted sizes.

Packets of Needles.

Darning Needles:—Assorted sizes.

Crochet Needles:—Steel.

Knitting Pins.

Sewing Cotton:—Clarke's.

Do., Brook's.

## THIMBLES:—

Brass, common.

Do., steel top.

## SCISSORS:—

Cutting-out Scissors.

Class Scissors, No. 92.

Do., No. 264.

Pencil-knives, No. 4500.

## WORKING MATERIALS:—

Knitting Cotton, blue.

Do., white.

Knitting Worsted, white.

Do., grey.

Do., black drab.

Do., black.

Yellow Sampler Canvas.

White do.

Yellow Stripes, do.

White Muslin.

## BLACK LEAD PENCILS, CHALK, &amp;c.:—

Black Lead Drawing Pencils, HB, B.

BB, F.

Common Drawing Pencils.

India Rubber.

White Chalk—French.

Charcoal.

Black Conté Crayons, Nos. 1, 2, 3.

Drawing Pins.

Porto Crayons, brass.

## DRAWING PAPER:—

Cartridge Paper.

Do., tinted.

Medium Drawing Paper.

Do., do., hand made.

Royal do.

Imperial do.

## DRAWING MATERIALS:—

Water Colours in boxes.

School of Art Colour Box.

Water Colours in boxes, best quarter

cakes, slide lid.

Do., half cakes, slide lid.

Indian Ink.

Camel Hair Pencils, crow-quill.

Do., duck-quill.

Do., goose-quill.

Cabinet Nests, 6 seasons.

## DRAWING COPIES, &amp;c.:—

Lined Drawing Copies, mounted, in port-

folio.

Easy Drawing Copies, do.

Hermes' Drawing Instructor, 44 Nos.:—

Part 1 to 24—Landscapes.

25 to 36—Flowers and Fruit.

37 to 48—Heads.

49 to 60—Arabesques.

61 to 64—Horses.

School of Art Drawing Book.

Familiar Freshman Drawing Copies.

Green's First Studies in Landscape, 6 Nos.

Elementary Studies, by Julien and others.

Heads from the Antique, drawn by

Smith, plain.

Do., do., tinted.

## HARMONIUMS—with each Instrument an

Instruction Book is supplied:—

Harmonium (of 5 Octaves) with expres-

sion stop.

Do., do., without stop.

Do., (of 4 Octaves).

II.—Regulations, &c., to be observed by Managers in regard to Grants of Books, &c.

Appendix A.

Rules and Regulations of Commissioners.

PART V.  
§ II.

1. All applications for Books, School Requisites, and Apparatus, at reduced prices, must be addressed to the Secretaries, and be accompanied by a Money Order for the amount, in favour of JAMES KELLY, or WILLIAM HOGAN NEWELL, Esq., and PAYABLE IN DUBLIN ON DEMAND.

2. Half Notes, Cash, Postage Stamps, Orders or Cheques drawn on Country Banks, cannot be received in payment. If remitted, they will be returned at the risk of the sender.

3. When a Post Office Order or Letter of Credit is transmitted, and the amount is under TEN SHILLINGS, the cost of the remittance must be paid by the Person applying for the same; but if the sum exceeds TEN SHILLINGS, the cost of the remittance will be allowed, and Requisites given for the full amount paid.

4. When the Teacher of an ordinary National School advances, from his own resources, the amount of an order for Requisites, and that such amount is not less than the sum of ONE POUND FIVE SHILLINGS, an allowance of 20 per cent. will be made as commission on the order, if demanded.

5. When a National School has had a grant, either as Free Stock or at reduced prices, of a Clock, or of any of the large Maps, another will not be supplied until three years shall have elapsed, unless in special cases, the circumstances of which are to be stated, when the grant will be sanctioned, if the reasons assigned be deemed satisfactory.

6. Teachers are not permitted to include, in the applications for Requisites, Clocks or Maps for their own private use. Managers should, therefore, caution Teachers that such irregularity, if reported, will subject them to a fine, or other serious mark of the Board's displeasure. Books for their own use may be purchased by the Teachers at the reduced prices, but then they should be careful to indicate the fact to the Manager, by writing the words "for Teacher" after the name of the book in the List.

7. The Patron or Manager should not sign any Application for Books, Requisites, or Apparatus, without first ascertaining that they are actually wanted for the School on behalf of which the application is made. The Inspectors are required to report to the Commissioners whenever it appears that an undue quantity of Requisites, &c., has been ordered for a National School.

8. When there are separate ROLL NUMBERS for Male and Female National Schools, the application should state for which of them the Books, &c., are required; and if for both, two forms should be used.

9. Parcels of Books, &c., when so desired, will be forwarded, carriage free, to the Depot of the District in which the School for which they are required is situated, and the Inspectors will inform the Managers on what day they will be ready for delivery; or to the Depot of any other District if more convenient; but in the latter case, the Inspector, who may not know the Managers of any Schools not in his District, cannot be expected to give notice.

10. Or the Parcel will be forwarded to the Railway station nearest to the Manager's residence. In this case the Manager must himself incur the risk of its safe delivery, and the expense of carriage.

11. Parcels are sent free to any place within the civic boundaries of Dublin.

12. When Parcels are forwarded to the Depot of a District it is not the duty of the Inspector to transmit the Parcel to the Manager's residence or to the School.

13. On the day appointed by the Inspector for the delivery of parcels, the Manager is required to send a Messenger to the Depot with the order on the Inspector (with which the Manager will be furnished), and which order the Inspector is required to transmit to the Office as a proof of the delivery of the parcel.

14. If a Parcel is to be sent by a Carrier, he must call at the Office in Dublin not sooner than two days after the Manager's directions shall have been received, and must produce the Manager's order to the Storekeeper here, for its delivery, on the form supplied for the purpose.

15. The School Apparatus must, on no account, be taken out of the School for which it has been procured, and must be used solely for School purposes. If it, or any portion of it, should be removed from the School, or any improper

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*Appendix A.* use be made of it, the Commissioners will adopt such measures as the nature of the case may demand.

*Rules and Regulations of Commissioners.* 16. The Commissioners do not supply Books, Requisites, or Apparatus to the public, or to Schools not connected with the Board of National Education.

17. The amount of each grant must be inserted in the Daily Report Book of the School, and the Invoice of the Articles preserved for the examination of the Inspector, who will be required to report whether the Articles in the School correspond with the Invoice, and are in a good state of preservation.

PART V.  
§ II.

## PART VI.

PART VI.

### GENERAL INSTRUCTIONS TO MANAGERS AND CORRESPONDENTS.

1. Persons desirous of obtaining assistance from the Commissioners of National Education, will, upon intimating to the Secretaries the nature of the aid required, be furnished with the Forms, upon which their application must be laid before the Commissioners; and all grants of salary will date from the *first of the month nearest to the return of such Application Forms to the Office.*

2. Applicants for assistance are to understand that the Commissioners are not bound to grant the full amount of aid, as set forth in the foregoing Regulations, in every case; nor can they grant any, unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

3. The Commissioners desire it to be distinctly understood that they do not hold themselves bound to grant aid, unless application shall have been made to them in the first instance, on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

4. The Managers of National Schools are particularly requested to attend to the following Regulations respecting the payment of Salaries or Gratuities to Teachers, as the Lords of Her Majesty's Treasury and the Commissioners for Auditing the Public-Accounts will not, in future, sanction any payments which are not in compliance with these Rules:—

Every Receipt should be signed by the Manager and by the Teacher who is to receive the amount of Salary or Gratuity therein specified.

Whenever a Manager or other person advances money to a Teacher on account of the Salary payable by the Commissioners of National Education, he should take a Receipt for the same (Stamped, if the amount be £2, or upwards), in order to have a proper Voucher to produce to the Office for repayment.

If a Teacher die to whom any Salary is due by the Commissioners at the time of his or her death which, with any other property he or she may have been possessed of, would amount to £20 or above, it will be paid only to the representatives or next of kin, on the exhibition, at the Office, of Letters of Administration.

If the amount be over £5, and under £20, payment will be made without the production of Letters of Administration, to the alleged next of kin, on satisfactory proof that the just debts of the deceased have been paid, and on the party claiming payment giving a Bond, on the Form issued from the Office, to free the Commissioners from any claim on the part of other next of kin or of creditors: if the amount be £5, or under, neither Letters of Administration nor Bond will be required, provided the debts are certified to have been paid.

If a Teacher leave a National School, and authorize the Manager or some other person to receive the Salary due from the Board, such authority must be given in writing, or the amount will not be paid.

5. All communications in reference to National Schools should be signed and made by the Patron or Manager. The Commissioners do not correspond with Teachers of National Schools.

6. No attention can be paid to "anonymous" communications.

7. Correspondents are requested to attend to the following directions, viz.:— *Appendix A.*

To write at the head of any letter addressed to the Office, the Name and Roll Number of the School referred to, and the County in which it is situated. *Rules and Regulations of Commissioners.*

To make communications on different subjects in separate letters.

To state in every case the writer's Post Town; and, in the case of persons whose names are not recorded as Patrons or Managers of Schools, to give the name and style of address in full. *PART VI.*

In replying to an Official letter, to quote its number and date.

It is particularly requested that all letters may be written clearly, and on paper of foolscap size, or, at least, large-sized letter-paper.

Letters or other communications addressed to the Secretaries, on the business of the Board, need not be prepaid.

8. All letters, or other communications, in any manner relating to the business of the Board, or to the National schools, are to be addressed to the Secretaries, and not to any other Officer or person connected with the Board—such communications to be directed thus :—

*The Secretaries,*

*Education Office,*

*Marlborough Street,*

*Dublin.*

By order of the Commissioners of National Education,

JAMES KELLY,

WM. HOMAN NEWELL, } *Secretaries.*

EDUCATION OFFICE.

## APPENDIX B.

### ANNUAL REPORTS upon DISTRICT and MINOR MODEL SCHOOLS.

*Appendix B.*

*Reports upon District and Minor Model Schools.*

*The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in those Reports, nor do they feel called upon to adopt any suggestions they may contain. They reserve to themselves the right of striking out any passage which they may consider irrelevant.*

NO. I.—ANNUAL REPORT, for the year 1870, upon the GALWAY *Galway.*  
DISTRICT MODEL SCHOOL, by JAMES PATTERSON, Esq., Head Inspector.

February, 1871.

GENTLEMEN,—In reporting again upon the Galway District Model School, I regret to have to say that the opposition shown to it by the Roman Catholic bishop and clergy, which for some years had prevented the attendance of Roman Catholic children in any considerable numbers continued unabated during 1870, and with the same results.

I proceed to describe the state of the school, furnishing details in the same order as in my report for 1869.

I. *The Edifices.*—The school buildings and premises are in good order, and were kept so during the past year at no great expenditure.

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*Appendix B.* II. *The Staff of Teachers* has been unchanged. It consisted during 1870 of these officers:—

Reports upon District and Minor Model Schools.	MALE SCHOOL,	Principal, Mr. J. Moylan, <i>Roman Catholic.</i> Assistant, Mr. J. Morrison, <i>Presbyterian.</i>
	FEMALE SCHOOL,	Principal, Miss M. Brady, <i>Roman Catholic.</i> Assistant, Mrs. J. Greer, <i>Established Church.</i>
Galsway.	INFANT SCHOOL,	Principal, Mrs. J. M'Cullagh, <i>Established Church.</i> Assistant, Miss M. O'Malley, <i>Roman Catholic.</i>

Also, Mr. J. J. O'Shanassy, member of the *Established Church*, continued to give instruction in *Vocal Music* to the pupils of the Male and Female Schools.

III. *Pupil-Teachers and Monitors.*—The normal number of *pupil-teachers* on the establishment is six; of *monitors* one male and five females; all undergoing a course of training to prepare them for becoming teachers. In the course of the year two *pupil-teachers* left the establishment, and were appointed to the charge of schools: one of these will at once take a place in the second-class of teachers; the other, who has much less natural ability, ranks only in the second division of third-class. Two other *pupil-teachers* resigned their places without, at the time, obtaining any other situations. One *monitress*, having completed her term of four years here, was called up for a further course of training in Dublin. The conduct of the *pupil-teachers* and *monitors* during the year was very good.

IV. *Number of Pupils.*—Another cause, besides the one already mentioned, contributed to reduce the attendance at the Model School in 1870. This was, the opening, by the Rector of the Parish, of a school to which gratuitous admission is given to Protestant children who are poor. So the attendance of pupils at the Model School, less in 1869 than in 1868, was still less in 1870. The following were the numbers:—

	Average in 1868.		Average in 1869.		Average in 1870.	
	On Rolls.	Attendance.	On Rolls.	Attendance.	On Rolls.	Attendance.
In Male School,	81	61	77	58	67	51
In Female School,	55	43	55	43	49	32
In Infant School,	49	38	43	33	37	26
Total,	185	142	175	134	154	112

V. *Religious Denominations of Pupils.*—On the 31st December, 1868, 1869, and 1870, the numbers of pupils of the several religious denominations on the rolls of the school stood thus:—

	No. of Pupils on Rolls at end of year		
	1868.	1869.	1870.
Of the Established Church,	99	74	64
" Roman Catholics,	37	32	27
" Presbyterians,	38	40	39
" Protestant Dissenters,	18	20	18
Total,	192	166	149

VI. *The numbers paying the different Rates of School-fees* (there being no free scholars), were these:—

	No. of Pupils on Rolls at end of year		
	1868.	1869.	1870.
Paying 5s. a quarter,	76	73	53
2s. 6d. "	71	67	56
1s. 1d. "	45	26	30
Total,	192	166	149

VII. *Proficiency of the Pupils.*—At the Annual Examination of the



school, held by the District Inspector and me, the pupils were found to be fairly classed, with regard to their reading, thus:—

		Boys.	Girls.	Infants.	Total.	Reports upon District and Minor Model Schools.
Reading	1st Book of Lessons.	—	—	30	30	Galway.
"	2nd " " "	12	2	9	23	
"	3rd " " "	23	22	—	45	
"	4th " " "	16	17	—	33	
"	5th " " "	8	—	—	8	
Totals.		59	41	39	139	

Considering the ages of the pupils, the way in which they acquitted themselves was, on the whole, satisfactory; and their progress had been good since the previous examination. Few of the pupils, however, were mature enough to have learned much of the advanced parts of the school programme. The boys satisfied us in *reading* and *arithmetic*; the juniors satisfied us in *writing*, *grammar*, *geography*, and *dictated exercise*; but the seniors were not sufficiently instructed in those branches. The fifth class had gained a little knowledge of *geometry*, *algebra*, and *natural philosophy*, but the pupils were too young to have proceeded far in those studies. A few lads had executed good *drawings* from copies, and several obtained premiums for good *singing*. The girls acquitted themselves tolerably in *reading*, well in *writing*, *arithmetic*, and *dictated exercise*; pretty well in *grammar*, and rather poorly in *geography*, although the seniors among them were less backward in this branch than the senior boys. The teachers deserved little credit for what the girls could do of *needlework*, having, indeed, almost neglected this branch. Fair progress had been made in *singing*, taught by Mr. O'Shanessy; and in *drawing*, taught by the assistant master, Mr. Morrison, though the girls were all too young to have attained great proficiency in either branch. The children in the infant school satisfied us in all parts of their programme.

VIII. *Religious Instruction of the Pupils*.—No change was made during the year in the arrangements for the religious instruction of the pupils. As heretofore, the principal and assistant teachers instructed the children of their own creed at the time set apart for this duty, and some of the Protestant clergymen occasionally took part in catechising the Protestant children.

IX. *Ages of the Pupils*.—Of the children present at the Annual Examination—

26	were under seven years of age.
66	" seven, but under twelve years.
87	" twelve, but under fifteen years.
10	" fifteen years of age, or more.

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The average age of the boys was 12·1 years, of the girls 11·7 years, and of the infants 6·7 years.

I have the honour to be, gentlemen, your obedient servant,

JAMES PATTERSON, Head Inspector.

The Secretaries, &c., &c.

*Appendix B.* APPENDIX to ANNUAL REPORT of Head Inspector PATTERSON on  
the Galway District Model School.

Reports  
upon  
District  
and Minor  
Model  
Schools.  
Galway.

JOINT REPORT of JAMES PATTERSON, Esq., Head Inspector, and  
JOHN GORDON, Esq., District Inspector, on the Annual Exami-  
nation of the Galway District Model School, for the year 1870.

Galway, 1st September, 1870.

GENTLEMEN,—We have the honour to report for the information of the Commissioners that the annual public examination of the Galway District Model School was held on the 27th of May last; and, as on former occasions, was largely attended, not only by the parents and other relatives of the pupils, but also by many additional friends of non-sectarian education, who annually avail themselves of this opportunity of testifying publicly their adhesion to the principle of mixed education, and their appreciation of the benefit which the Galway Model School confers upon the community. Amongst those present were the local clergy of the several Protestant denominations, magistrates, professors of Queen's College, merchants, and a fair representation of the general population of the city and of the surrounding neighbourhood.

The pupils attending the male, female, and infant schools were examined by their respective teachers in the various subjects and in the order set forth in a programme made out by us. This examination, of course, was not intended, nor could it have been looked upon by the audience as a definite test of either the comparative or the absolute proficiency of the pupils examined. It was meant rather as an exhibition of the manner in which the daily routine work of the school is conducted; and, as such, was well adapted to accomplish this end; both teachers and pupils acquitting themselves in a manner equally gratifying to us and satisfactory to the audience. The announcement of the premiums awarded to the pupils who had distinguished themselves in their respective classes during the past year, brought the day's proceedings to a close.

The preliminary examination, upon which the awards were based, occupied us fully for seven days previously, in which we tested the proficiency of the pupils in all subjects of the school course, including, in addition to the ordinary English branches, Euclid, algebra, book-keeping, mensuration and natural science in the boys' school, needlework in the girls' school, and drawing in both. The entire course comprises vocal music also, but as a professional teacher is engaged for this branch, we did not think it necessary to test the proficiency by any special examination, presuming that it could be sufficiently judged of, from the manner in which the songs were rendered at the public examination; and we regret to be compelled to report that, owing either to deficient preparation or to the absence of the usual amount of musical talent, the singing was scarcely equal to that of former years.

This preliminary examination, besides affording us the means of awarding the premiums, enabled us to test the progress made by the pupils since last examination; and thus, to judge of the efficiency with which the several departments of the school are at present conducted.

In the boys' school 59 pupils were examined. The proficiency in reading, writing, and dictation differed little from the state in which we found these subjects last year. More than *two-thirds* of the pupils examined passed in reading in the advanced books. The penmanship, though by no means a model of careful execution in some instances, was, nevertheless, a little more satisfactory than what is usually accom-

plished in an average rural school. The writing from dictation, though far above mediocrity, is still not quite satisfactory in the senior division. The arithmetic may be set down as good, on the whole—expectation being fully realized in the slate work. There is still much to be done, however, as regards theory, abridged methods of computation, and that peculiar mental discipline which gives pupils a facility in comprehending *the nature of the question* both in its *data* and *quæsitæ*, when a problem is proposed for solution; and in applying the simplest and most direct method of calculation in each special case. Grammar and geography, though now taught in a more rational manner than formerly, are still in a rather backward state, the chief defect being in the senior division of the school, viz., the fourth and fifth classes. We fear that the zeal of the Headmaster for making his advanced pupils up in the subjects required at the May examinations in connexion with the Science and Art Department, has caused him to pay less attention to grammar and geography than their importance deserves, or than is demanded by the requirements of the school programme. We are disposed to hope, however, that he will be more in earnest, in future, in giving due prominence and proper attention to these subjects. The extra branches, such as Euclid, algebra, book-keeping, &c., are at present confined to the pupils of fifth class. Of these, Euclid and algebra have evidently been taught with much care; book-keeping and mensuration with not quite so satisfactory results; whilst the class in theoretical mechanics, based as such a subject must be, upon a preparatory knowledge of geometry and algebra, was necessarily confined to so few that no general inference could be drawn from the examination of it, beyond the mere fact that some two or three pupils showed a fair acquaintance with the first few chapters of Galbraith and Haughton's "Manual." We are of opinion that where an annual gratuity is given for teaching physical science, subjects should be chosen requiring a less extensive amount of preparatory mathematics; thus affording an opportunity of imparting this kind of instruction to a larger class of pupils. We think also that the pupils in the senior division of the girls' school should be afforded an opportunity of receiving instruction in such branches of natural science as do not require a previous groundwork of mathematical knowledge; and especially on those principles or laws of nature upon which any proper instructions in domestic economy must be founded. This instruction, if imparted at all, should be intrusted to the teacher of physical science in the boys' school.

In the girls' school 41 pupils were examined. The proficiency in reading and writing, including writing from dictation, may be set down as fairly satisfactory; in the writing especially we noticed a marked improvement since last year. In arithmetic, also, some progress has been made. We were not able to report very favourably of this subject at last examination, and even now a few of the senior girls are not quite so ready at calculation as should be expected in a model school; but still, even with this drawback, the general proficiency in arithmetic was very creditable, showing that an effort had been made to remedy the defects which were but too apparent last year. A little improvement was noticeable in the proficiency in grammar and geography; though, as in the boys' school, we have not been enabled either at this or at former examinations to express our *entire* satisfaction at the state of proficiency in which we have found these subjects. We are much pleased at being able to state, however, that both subjects seem to us to be taught as present in a much more intellectual manner than formerly, and from this circumstance alone we are led to anticipate more satisfactory results.

Appendix B  
Reports upon  
District  
and Minor  
Model  
Schools.  
Galway.

Appendix B.  
Reports  
upon  
District  
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Model  
Schools.  
Galway.

An hour daily—one-fourth of the whole time set apart for secular business—being devoted to instruction in needlework, it is not too much to expect that if this time be properly utilized, very satisfactory results should follow as a matter of course. And so one would be led to infer, judging from the amount and variety of the work on exhibition at the public examination. But as work specially prepared for exhibition could hardly be expected to have been entirely executed by the pupils themselves, without aid from teachers, monitors, &c., we based our award of the premiums in needlework, and also our estimate of the proficiency of the pupils in this branch, not upon work *exhibited* by them, but upon work *specially executed* for us for the purpose of examination. In this way, we believe we arrived at much more accurate results, though disclosing a state of matters for which we were not quite prepared; namely, that in no subject of the school course is there such disparity of proficiency as in plain sewing, including hemming, tucking, top-sewing, stitching, &c., among pupils of the same age and in the same class in literary subjects. We are led to infer, from this test, that much greater uniformity of results should be attained, and we believe that this could be accomplished did teachers thoroughly realize that ability to teach needlework, and earnestness in imparting individual, definite and progressive instruction in this branch, are of an importance, as regards both teachers and taught, not second to that ability and earnestness which every well-qualified and successful teacher expects and deserves to get credit for, in teaching any literary subject.

The arrangements made by us last year for securing more effectual teaching in drawing have been attended by satisfactory results for so far, and we hope to be able to report still further progress at next examination.

In the infant school 39 pupils were presented for examination. The limit of age—7½ years—being strictly adhered to, this is now properly speaking an *infant* school; and as regards the proficiency in reading, writing, and arithmetic, &c., is doing its work in a most satisfactory manner. The only remark we feel called upon to make in connexion with this department of the school is that perhaps there is too great a desire on the part of the teachers to impart definite, technical knowledge to the little ones, and too little of that infantile training which should aim at making the school room rather an organized playground than a junior department preparatory to the boys' and the girls' schools.

Judging from the results of this examination, as a whole, compared with those of former years, we are pleased to be able to report that satisfactory evidence is given, year by year, of a higher state of proficiency having been attained; though we must at the same time record our conviction that in some subjects of the course to which we have referred in this and in former reports, a still higher standard of excellence should not merely be aimed at, but in a model school should actually be realized.

We have the honour to be, gentlemen,

Your obedient servants,

JAMES PATTERSON, Head Inspector.  
J. GORDON, District Inspector.

The Secretaries, &c., &c.

No. 2.—ANNUAL REPORT for the year 1870, upon the PARSONS-TOWN MINOR MODEL SCHOOL, by JAMES PATTERSON, Esq., Head Inspector.

February, 1871.

Appendix F.  
Reports upon District and Minor Model Schools.  
Parsons-town.

GENTLEMEN,—In this, my seventh annual report on the Parsonstown Minor Model School, I have the pleasure of stating that during the past year the progress of the school was highly satisfactory, the number of pupils having increased; the mixed character of the school as to religious denominations became more marked than it had been for some years past, and the teaching having been efficient and successful.

I. *The Edifice*.—The school buildings required no alteration and very little repair during the year. The painting was refreshed, and the house, inside as well as out, made to present an attractive appearance.

II. *Staff of Teachers*.—No change was made in 1870 in the staff of teachers, which, on the 31st December, consisted of the following individuals:—

IN MALE SCHOOL, . . .	Principal, Mr. J. McGarry, Roman Catholic.
Assistant, Mr. W. McManus, Established Church.	
" FEMALE " . . .	Principal, Miss E. Butler, Established Church.
Assistant, Miss M. H. O'Brien, Roman Catholic.	
" INFANT " . . .	Principal, Miss M. A. Hartigan, Roman Catholic.
Assistant, Miss A. G. Porter, Protestantism.	
Teacher of Vocal Music, Mr. J. M. Cramment, Established Church.	

The interest that all these teachers have taken in their work, and the excellent example of unanimity they set their pupils, merit unreserved praise.

III. *Pupil Teachers and Monitors*.—Four male and two female pupil-teachers, and one male and four female monitors, are allowed to this model school. The maximum period for a pupil-teacher being two years, and for a monitor four years, some changes occur every year. In 1870 one male pupil-teacher, having completed his term here, was taken up to Dublin for a further course of training in the central training establishment, and one was appointed principal teacher of an ordinary National school; the male monitor was promoted to a pupil teachership, and one of the monitresses, having married, resigned. Other young persons, who had in view to become teachers of National schools, were appointed, upon examination, to the places these left vacant. The three pupil-teachers, male and female, who were in office when the examination of the teachers of the district was held, were examined with the teachers, and one was found qualified for the second class, one for the first division of third class, and one for the second division of third class. The conduct of all, pupil-teachers and monitors, during the year, was perfectly satisfactory.

IV. *Number of Pupils*.—The following table shows that the average number on the rolls, and the average daily attendance, were greater in 1870 than in 1868 or 1869, and the gross totals almost equal to those of 1867, the year previous to that in which a new school, still in flourishing operation, was opened in opposition to the model school:—

1867.	Male School.	Female School.	Infant School.	Total.
Average No. on Rolls, . . .	84	56	36	176
Average Daily Attendance, . . .	66	46	29	141
1868.				
Average No. on Rolls, . . .	67	48	40	155
Average Daily Attendance, . . .	43	39	33	120
1869.				
Average No. on Rolls, . . .	66	52	41	159
Average Daily Attendance, . . .	50	43	34	127
1870.				
Average No. on Rolls, . . .	66	55	48	169
Average Daily Attendance, . . .	52	44	40	136

## Appendix B.

Reports upon District and Minor Model Schools.

V. *Religious Denominations of the Pupils.*—The numbers of pupils of the various religious denominations on the rolls at the end, respectively, of 1868, 1869, and 1870, were these:—

	Numbers of Children				
	Of the Established Church.	Roman Catholics.	Presbyterians.	Protestant Dissenters.	Total.
On 31st December, 1868:—					
On Rolls, . . . . .	50	44	8	5	150
Per Cent., . . . . .	60	29·3	5·3	5·3	100
On 31st December, 1869:—					
On Rolls, . . . . .	92	50	8	7	157
Per Cent., . . . . .	58·6	31·8	5·1	4·5	100
On 31st December, 1870:—					
On Rolls, . . . . .	97	73	14	10	194
Per Cent., . . . . .	50	37·6	7·3	5·2	100

VI. *The School-fees paid by the same pupils were at the following rates:—*

	Number of Pupils on Rolls		
	On 31st Dec., 1868.	On 31st Dec., 1869.	On 31st Dec., 1870.
At 5s. per quarter, . . . . .	100	110	121
" 2s. 6d. " . . . . .	39	44	68
" 1s. 1d. " . . . . .	3	3	5
Total, . . . . .	150	157	194

VII. *Classification and Instruction of the Pupils.*—A joint report by the District Inspector (Dr. Brown) and myself, appended hereto, and to which I beg to refer, gives details of the annual examination of the school, held early in April, when we tested the proficiency of each individual pupil in each branch of the programme for his or her class. The children then examined were classed thus:—

	Boys.	Girls.	Infants.	Total.
Reading First Book, . . . . .	—	—	23	23
" Second " . . . . .	11	11	17	39
" Third " . . . . .	27	18	—	45
" Fourth " . . . . .	9	7	—	16
" Fifth " . . . . .	6	4	—	10
Total, . . . . .	53	40	40	133

Since 1863, at least, the annual examinations of this model school have usually been held just before Easter, that being the most convenient time. In 1869, however, in consequence of sickness that prevailed in spring, the examination was postponed to December; consequently the examination of 1870 coming so soon after, the classes had not much time for progress; and both in numbers and in proficiency they differed little from what was reported the previous year. Their answering, however, gave evidence of careful teaching and diligent study; and the estimation in which the education here given is held by employers, is evidenced in the diminishing number of pupils remaining at school after fifteen years of age, as shown by the next table. Besides the business above adverted to done in the ordinary school hours, classes on elementary mathematics, theoretical mechanics, physical geography, and drawing, in connexion with the Science and Art Department, were conducted in the model school during the greater part of the year. In each of these subjects the teachers instructed their classes out of school hours; the attendance, about fifty distinct individuals, included not only the pupils on the rolls of the school, but some others who had finally left school. The answering at the examination of these classes proved that the instruction was effective. The failures were few, and in almost every case were those of pupils under twelve years of age.

VIII. *Ages of Pupils present at the annual examination :—**Appendix B.*

	In 1868.	In 1869.	In 1870.	Reports upon District and Minor Model Schools.
Number under seven years of age, . . . . .	21	23	23	Reports upon District and Minor Model Schools.
" of seven, but under twelve, . . . . .	52	58	58	
" twelve, " fifteen, . . . . .	50	44	43	
" fifteen years or upwards, . . . . .	16	12	9	
Total, . . . . .	139	137	133	Parsonstown.

IX. *Religious Instruction.*—The arrangements for the religious instruction for the pupils continued in 1870 the same as in 1869 and the previous years. The rector of the parish and his curate attended each once a week, and the Presbyterian clergyman occasionally, to instruct the Protestant pupils, and were assisted by the Protestant teachers, pupil-teachers, and monitors; the Roman Catholic pupils, as their pastors did not visit the school, were catechised by the teachers, pupil-teachers, and monitors of their own persuasion. Only at religious instruction were the children of different creeds separated.

I have the honour to be, gentlemen, your obedient servant,

J. PATTERSON, Head Inspector.

## APPENDIX TO HEAD INSPECTOR PATTERSON'S REPORT upon the PARSONSTOWN MINOR MODEL SCHOOL, for the year 1870.

JOINT REPORT upon the examination of the Pupils of the PARSONSTOWN MINOR MODEL SCHOOL, by JAMES PATTERSON, Esq., Head Inspector, and SAMUEL BROWN, Esq., District Inspector.

Parsonstown, 8th April, 1871.

GENTLEMEN,—We beg to submit to the Commissioners of National Education this our report on the annual examination of the Parsonstown Minor Model School for 1870.

The examination was held in spring, which, for various reasons, is the most convenient season for holding it in this school. The preliminary examination, which commenced on the 13th of March, occupied several days, and was of the usual minute and searching character. We shall notice briefly the results of our examination in each of the three departments of the school.

I. *Boys' School.*—The reading of the boys is now decidedly good; the improvement which we noticed in 1870 has been fully sustained; the coarse accent and faulty pronunciation that were formerly remarkable, have been corrected; the reading is both intelligible and intelligent.

Their writing is well executed; a good business hand is cultivated, and many of the pupils write with very considerable ease and freedom.

In *arithmetic* the boys answered very fairly: the only fault we found was that they were not sufficiently expert in the application of short methods.

The writing from dictation scarcely satisfied us. But the recent admission of a large number of new and backward pupils, sufficiently accounted for the classes' proficiency in this exercise falling below what we consider in general satisfactory.

The pupils have, for their years, a very fair knowledge of *grammar*; they require to pay more attention to *local geography*, but in *mathematical* and *physical geography* they have made some progress.

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Many of the boys passed creditably in *free hand drawing*; some executed remarkably good shaded exercises from copies.

In *singing* the boys do not excel. Few of them seem to possess either ear or voice for music.

Few in the school are old enough to commence the study of *geometry* with advantage. But, taking their age into consideration, the pupils of the fifth class, and several of those in the fourth have a very fair knowledge of one, two, or three books of *Euclid*, and of *algebra*, as far as simple equations.

A class has been engaged for a short time in the study of agriculture. The answering of those chapters in the agricultural class-book, which have been gone over, was ready and intelligent.

II. GIRLS' SCHOOL.—The girls in general read fluently, correctly, and intelligently; the senior classes rather too rapidly, and less distinctly than they might do, but the junior, with more attention to the pauses, and more expression.

Their writing is good; but we had to take exception to the want of neatness in many of the copy-books. This we have no doubt will be corrected.

The *arithmetic* of the girls is much improved since the last examination. We are well satisfied with the attention the teachers have paid to this branch.

In *writing from dictation* the junior girls acquitted themselves satisfactorily; the senior, from the same cause that has affected the boys' school in this particular, not so well as we should wish, with the exception of those pupils who had been long at the school.

Of *grammar* the girls have an adequate knowledge: of *geography*, not so much as they ought to have.

In *drawing* the girls have made good progress; in *singing*, they compensate by their ability for the deficiency of the boys.

With the *needlework* we were well pleased. There was a large quantity of work well executed, and a greater variety of it than usual.

III. The infant school continues to be remarkably well conducted: a large proportion of the children can read the Second Book of Lessons fluently and naturally, can write easy sentences legibly, and with correct spelling; can repeat arithmetical tables, and know the broad features of the globe; while several of them can draw pretty neatly simple figures, and all perform the singing and other infant school exercises, just as infants like them ought to do.

On the whole, we have to express a decidedly favourable opinion on the state of this school as ascertained through our "preliminary" examination. The public assembled to witness the annual public examination, showed the same interest and pleasure in the proceedings as in former years. On this occasion the Earl of Rosse again took the chair, occupied by him or his father in so many successive years, and expressed his undiminished interest in the institution, and approval of its working; and to promote its efficiency, renewed his generous gift of premiums to the pupils: Captain Garvey, his lordship's agent, who has ever warmly supported the school, offered a most liberal sum for premiums to the agricultural class, to be competed for at next examination; and the clergymen, the gentry, the parents of the pupils, and the other friends of education, who filled the examination hall, showed by their plaudits that they wished success to the institution, and were thoroughly satisfied of its usefulness.

The numbers of pupils that we examined, learning the various branches of the school programme, are set forth in the following table. These



numbers comprehend very nearly all on the school rolls at the time, there having been, in fact, only five absent.

										Reports upon District and Minor Model Schools.	
Subjects.	Boys.	Girls.	In-fants.	Total.	Subjects.	Boys.	Girls.	In-fants.	Total.	Parsons town.	
Lesson Books :					Arithmetic—con.						
Book I. . . . .	—	—	20	20	Proportion, . . . . .	20	8	—	28		
“ II. . . . .	22	23	20	65	Practice, Interest, &c., . . . . .	15	6	—	21		
“ III. . . . .	31	27	—	58	Mental Arithmetic, . . . . .	16	15	—	31		
“ IV. . . . .	9	8	—	18							
“ V. . . . .	6	6	—	12	Writing :						
Totals, . . . . .	60	65	40	173	On slates only, . . . . .	—	—	20	20		
Grammar :					“ paper, . . . . .	68	65	20	153		
Parts of speech only, . . . . .	33	34	20	87	From dictation, . . . . .	68	65	20	153		
Parsing and Syntax, . . . . .	35	31	—	66	Branches for females :						
Derivations, . . . . .	15	15	—	30	Sewing, . . . . .	—	55	—	55		
Composition, . . . . .	15	15	—	30	Knitting, . . . . .	—	33	—	33		
Geography :					Netting, . . . . .	—	7	—	7		
Lessons on Maps only, . . . . .	33	30	31	94	Embroidery, . . . . .	—	9	—	9		
From Text-books :					Extra branches :						
Local, . . . . .	20	20	9	53	British Poets, . . . . .	15	15	—	30		
Mathematical and Physical, . . . . .	15	6	—	21	Mensuration, . . . . .	6	—	—	6		
Arithmetic :					Geometry, . . . . .	15	—	—	15		
Tables only, . . . . .	—	—	20	20	Algebra, . . . . .	6	—	—	6		
Simple rules, . . . . .	23	23	20	65	Book-keeping, . . . . .	15	—	—	15		
Compound rules, . . . . .	11	27	—	38	Trigonometry, . . . . .	1	—	—	1		
					Vocal Music, . . . . .	20	57	40	117		
					Drawing, . . . . .	67	65	20	152		
					Physical Science, . . . . .	15	—	—	15		

We have the honour to be, gentlemen, your obedient servants,

JAMES PATTERSON, Head Inspector.

SAMUEL BROWN, District Inspector.

The Secretaries, Education Office.

No. 3.—ANNUAL REPORT for the YEAR 1870 upon the LIMERICK DISTRICT MODEL SCHOOL, by JAMES PATTERSON, Esq., Head-Inspector.

Limerick.

February, 1871.

GENTLEMEN,—I have the honour to present, for the information of the Commissioners of National Education, this, my third Annual Report on the Limerick District Model School.

I. *The Edifice.*—In the early part of the year 1870 the external painting of the house was renewed, as were also the painting, whitening, and papering of the boys' schoolrooms, the entrance hall, and the Inspector's office; gas-fittings were put up in the hall and the office, Venetian blinds were put to a number of the windows in the several departments, the gallery in the boys' principal schoolroom was reconstructed, the book depôt was enlarged, and the entrance to it improved. Additional repairs and some alterations are now required. Several of the walls show much damp, the heating of some of the schoolrooms by badly designed fireplaces requires improvement, the side of the house embracing the female and infant departments needs painting and general cleaning, the caretaker's sleeping apartment requires a flue. A different

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mode of providing for the daily cleaning of the school-rooms is desirable, the caretakers not now performing it in a satisfactory manner.

II. *Teachers*.—As in 1869, a single change took place in 1870 in the staff of teachers—Mr. Luke Smith, who had succeeded Mr. J. T. Brown, deceased, as assistant-master, having been removed to the Londonderry Model School, and been succeeded in his turn by Mr. John Henderson, transferred from the Athy Model School, where he had held a similar appointment. Mr. Smith was a very zealous and painstaking teacher, and of Mr. Henderson I am happy to be able to say the same. The staff at the end of the year was composed of the following persons:—

IN MALE SCHOOLS,	Principal, Mr. Edmond Downing, <i>Roman Catholic.</i> Assistant, Mr. John Henderson, <i>Established Church.</i>
„ FEMALE „	Principal, Miss M. M. Crompton, <i>Roman Catholic.</i> Assistant, Miss E. Weir, <i>Presbyterian.</i>
„ INFANT „	Principal, Miss W. Clarke, <i>Established Church.</i> Assistant, Miss E. Naughton, <i>Roman Catholic.</i>
	Also, Teacher of Navigation, &c., Mr. P. Murray, <i>Roman Catholic.</i> Teacher of Vocal Music Mr. C. Wüstel, <i>Roman Catholic.</i>

III. *Pupil-teachers and Monitors*.—Seven pupil-teachers (young men) and nine monitresses continue to be the numbers allowed by the Commissioners in this Model school. A candidate who distinguished himself at the competitive examination in 1869, being too young for appointment as pupil-teacher, was, instead, appointed as a monitor of the third year and will this year be promoted to a pupil-teachership, for which he is well prepared. Besides this boy there have been nine pupil-teachers in the course of the year, one of these having been appointed in 1869, and continuing for a two years' course of training, is still in the establishment; two others, appointed in 1870, remain to complete one year at least; one, in his second year, was transferred to Dublin, for a further course of training in the teachers' class; one, at the termination of his first year, got employment as teacher in a National school; one as clerk, with a good salary; one was obliged to leave by ill health, and two remained less than a year, one of them emigrating and the other resigning because he was insufficiently prepared to profit by the training. When the teachers of the district were being examined, the four pupil-teachers then holding place were examined along with them. One answered well on paper B, and would have obtained a place in the second division of the second class of teachers had he had charge of a school; one, who had passed half a year as pupil-teacher, answered as well as teachers of the third class; one, but just appointed, answered nearly well enough for classification; and one, also newly appointed, failed, and left the institution in consequence. Of monitresses, whose course is of four years' duration, there have been, owing to removals, thirteen within the year. Six appointed before 1870, and two in 1870, are continued till 1871; two left in 1870, having been called up for training in Dublin; one was appointed teacher of a National school; one resigned in consequence of ill health, and one, who completed her fourth year in August, had not at the end of the year obtained a situation. The six monitresses who were in office at the time of the teachers' examination were, like the pupil-teachers, examined with the teachers. Five of them proved qualified for the first division of third class, or for a higher class; one for the second division of third class. I regret to say that several of the monitresses, and some of the female teachers also, were incapacitated for duty in an unusual degree by sickness in the course of the year. The fireplace in the girls' schoolroom is so badly constructed and so inconveniently placed as not to warm the schoolroom. To this

may be attributed the colds from which the teachers and monitresses suffered. *Appendix B.*

IV. *Number of Pupils.*—The number of pupils in attendance was rather less, especially in the girls' department, in 1870 than in 1869. This is the more to be regretted, as the attendance had been steadily diminishing for the three previous years. For the last quarter of 1870, however, the average was somewhat higher than for the corresponding period of 1869, and that improvement will doubtless continue if clerical influence be not again brought to bear against it. The average numbers on rolls and in daily attendance for the last three years were these:—

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	1868.		1869.		1870.	
	Average No. on Rolls.	Average daily Attendance.	Average No. on Rolls.	Average daily Attendance.	Average No. on Rolls.	Average daily Attendance.
In Male School, .	137	100	117	84	118	91
" Female " .	119	87	89	76	84	66
" Infant " .	110	82	99	76	91	76
Total, .	366	269	315	246	293	233

V. *Religious Denominations of Pupils.*—The numbers of pupils of the several religious denominations on the rolls at the end of each of the last three years stood thus:

	No. of Pupils on the Rolls		
	On 31st Dec., 1868.	On 31st Dec., 1869.	On 31st Dec., 1870.
Of the Established Church, .	245	237	200
Roman Catholics, .	87	39	63
Presbyterians, .	25	20	22
Protestant Dissenters, .	32	28	31
Total, .	389	314	316

VI. *The Rates of Payment by the Pupils* were these:—

	No. of Pupils on the Rolls		
	On 31st Dec., 1868.	On 31st Dec., 1869.	On 31st Dec., 1870.
Paying 5s. 6d. a quarter, .	142	132	108
" 2s. 6d. " .	101	111	114
" 1s. 6d. " .	96	71	94
Total, .	339	314	316

VII. *Classification and Instruction of the Pupils.*—The number of pupils present at the annual examination of the school, held by the District Inspector (Dr. Potterton) and me in 1870, was 219. These children were thus classed:—

	Boys.	Girls.	Infants.	Total.
Reading Book I., . . .	2	6	44	52
" II., . . .	81	25	32	138
" III., . . .	24	35	-	59
" IV., . . .	8	6	-	14
" V., . . .	6	-	-	6
Total, . . .	71	72	76	219

The proficiency, both of the boys and of the girls, in the ordinary school programme, showed a falling off in some respects from the last year's. Though still higher than what is found in nine-tenths of the ordinary National schools, it was not, on the whole, so good as I should expect in a Model school. The branches in which want of instruction was most apparent were penmanship, writing from dictation, and geography, in the boys' classes, and arithmetic and geography in the girls'. The frequent changes of assistant-teacher and of pupil-teachers in the male

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school, and the illness of the teachers and some of the monitresses in the female, have doubtless hindered the work of instruction. The state of the classes in the infant school was quite satisfactory. The classes in vocal music were taught with more than average success, and several of the pupils of both sexes sang remarkably well at the examination. The drawing classes of boys and girls taught by the assistant-master have been placed in connexion with the Government Science and Art Department. At the examination for that Department "50 children gave satisfactory evidence of having been taught drawing; 22 showed proficiency, and 10 excellence in free hand (32 in all); 6 proficiency and 4 excellence in practical geometry; 2 proficiency, and 3 excellence in drawing from models." The boys learning mathematics and natural philosophy were all, except two, under fourteen years of age, consequently they had advanced but a little way in the study of those sciences, but several of them were learning very intelligently.

VIII. *Religious Instruction.*—Religious instruction continued during 1870 to be given to the pupils as in the previous year. Several clergymen of the Established Church, and one of the Methodist, attended on Tuesdays, some regularly, some occasionally, to instruct the Protestant children, who, on the other days, were catechised by those of the teachers who were of their own persuasion; and the Roman Catholic teachers regularly instructed the children of their Church.

IX. *Ages of the Pupils.*—Of the children present at the annual examination—

68	were under seven years of age.
104	were seven, but under twelve years.
36	were twelve, but under fifteen.
11	were fifteen years of age or more.

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I have the honour to be, gentlemen, your obedient servant,  
 JAMES PATTERSON, Head Inspector.

The Secretaries, Education Office.

*Athy.* No. 4.—ANNUAL REPORT, for the year 1870, upon the ATHY MODEL SCHOOL, by JOHN E. SHERIDAN, Esq., Head Inspector.

Dublin, March, 1871.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners this my report for the year 1870 upon the Athy Model School.

I. *Number of Pupils.*—The total number of individual pupils who actually attended and received instruction in the school in 1870, was 252, viz. :—

In boys' school, . . . . .	93
" girls' " . . . . .	94
" infant " . . . . .	65

The corresponding number for 1869 was 242. The increase in 1870 was confined to the girls' and infants' departments. The total in the boys' school was less by 17 than in the preceding year.

The average number on rolls, and the average daily attendance for 1870 were, respectively, 169.0 and 117.4, viz. :—

	Average on Rolls.	Average attendance.
In boys' school, . . . . .	66	41
" girls' " . . . . .	60.1	45.8
" infant " . . . . .	42.9	31.

The average daily attendance for 1870 was less in the boys' school, and greater in each of the other two departments than in 1869.

II. *Literary Classification of Pupils.*—The 252 pupils who attended in 1870 were classified thus, according to their literary proficiency :—

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	Boys' school.	Girls' school.	Infant school.	Totals.	Per-centages.
In class I., . . . .	7	8	33	48	51.2
" class II., . . . .	19	31	31	81	
" class III., . . . .	39	33	1	73	48.8
" class IV., . . . .	21	22	—	43	
" class V., . . . .	7	—	—	7	

These per-centages are almost identical with those given in my report for 1869.

The number of *promotions from class to class*, which were made in 1870, were—

	Boys' school.	Girls' school.	Infant school.	Totals.
From class I. into class II., . . . .	4	4	18	26
" class II. " class III., . . . .	11	12	—	23
" class III. " class IV., . . . .	9	11	—	20
" class IV. " class V., . . . .	8	—	—	8
Totals, . . . .	27	27	18	72

Per-centage to average attendance, . . . .	65.8	60	58	61.5
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III. *Ages of Pupils.*—Of the 252 pupils who attended the school in 1870—

55 were under seven years of age,  
109 were seven, but under twelve years,  
88 were twelve years of age, or above.

IV. *School Fees.*—Of the same pupils—

143 were charged 1s. 1d. per quarter.  
75 " 2s. 6d. "  
33 " 5s. 0d. "

The total amount received in school-fees in 1870 was £60 16s. 7d., viz. :—

	£	s.	d.
In boys' school, . . . .	25	17	5
" girls' " . . . .	20	19	5
" infant " . . . .	13	19	9

The amount for the year 1869 was £60 19s. 3d.

V. *Religious Denomination of Pupils.*—The 252 pupils were thus classified according to religious denomination :—

	Boys.	Girls.	Infants.	Totals.
Catholics, . . . .	34	25	2	61
Established Church, . . . .	35	42	45	122
Presbyterian, . . . .	26	19	11	56
Dissenters, . . . .	4	8	7	19

Thus, of the total number of pupils who frequented the school in 1870, about 24 per cent. were Catholics, and 76 per cent. Protestants. In 1869 the per-centages were 26 and 74.

VI. *Annual Examination.*—The annual examination of the pupils and the distribution of premiums took place during the week ended the 3rd of December. There were 173 pupils on the rolls at the time, viz. :—

57 in boys' school.  
66 in girls' "  
50 in infant "

And of these 148 were present during the examination, viz. :—

45 in boys' school.  
50 in girls' "  
47 in infant "

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The general proficiency of the pupils of the boys' school was not satisfactory. In the girls' school the proficiency was in some respects creditable, and on the whole fair. In the infants' department, the little children, the great majority of whom were extremely young, acquitted themselves in a manner which showed that they had been carefully and judiciously treated.

The aggregate value of the premiums awarded was £8,—thus distributed :—

	£	s.	d.	
In boys' school—	premiums =	2	11	0
" girls' school—	" =	3	8	6
" infant school—	" =	2	0	6

I have the honour to remain, gentlemen, your obedient servant,

JOHN E. SHERIDAN, Head Inspector.

The Secretaries, &c., &c.

Ennis-  
corthy.

No. 5.—ANNUAL REPORT, for the year 1870, upon the ENNIS-CORTHY MODEL SCHOOL, by JOHN E. SHERIDAN, Esq., Head Inspector.

Dublin, March, 1871.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners of National Education, this my report for the year 1870, upon the Ennis-corthy Model School.

I. *Number of Pupils.*—The total number of individual pupils who actually attended and received instruction in the school in 1870, was 145, viz. :—

In boys' school,	.	.	.	53
In girls' school,	.	.	.	49
In infant school,	.	.	.	43

The corresponding number in 1869 was 149.

The average number on rolls and the average daily attendance for 1870 were, respectively, 110.9 and 83.6, viz. :—

	Average on Rolls.	Average Attendance.
In boys' school,	39.3	27.1
In girls' school,	37.5	29.9
In infant school,	34.1	26.6

The average attendance for 1870 was less in the boys' and infants' departments, and somewhat greater in the girls' department, than in the preceding year.

II. *Literary Classification of Pupils.*—The following table shows the literary classification of the total number of pupils in each of the three departments :—

	Boys' school.	Girls' school.	Infants' school.	Totals.	Per-centages.
In class I.,	—	1	19	20	50.3
" class II.,	14	15	24	53	
" class III.,	19	20	—	39	
" class IV.,	16	18	—	34	49.7
" class V.,	4	—	—	4	

The corresponding per-centages for 1869 were 54.4 and 45.6.

The number of *promotions from class to class*, which were made in the course of the year 1870, were :—

	Boys' school.	Girls' school.	Infants' school.	Totals.	Reports upon District and Minor Model Schools.
From class I. into class II., . . .	2	—	10	12	Ennis- courtly.
" class II. " class III., . . .	5	8	—	13	
" class III. " class IV., . . .	5	2	—	7	
" class IV. " class V., . . .	—	—	—	—	
Totals, . . .	12	10	10	32	
Per-centage to average daily attendance, . . . }	44.4	33.5	37.6	30.3	

III. *Ages of Pupils.*—Of the 145 pupils who attended the school in 1870—

27 were under seven years of age;  
74 were seven, but under twelve years;  
44 were twelve years of age, or above.

IV. *School Fees.*—Of the same number of pupils—

86 were charged 1s. 1d. per quarter;  
54 " " 2s. 6d. " "  
55 " " 3s. 0d. " "

The total amount received in fees within the year was £58 12s. 6d., viz. :—

	£	s.	d.
In boys' school, . . . . .	20	3	6
In girls' school, . . . . .	22	18	0
In infant school, . . . . .	15	11	0

The total amount received in the preceding year was £62 10s. 6d.

V. *Religious Denomination of Pupils.*—The same pupils were classified thus according to religious denomination :—

	Boys.	Girls.	Infants.	Totals.
Catholics, . . . . .	6	2	2	10
Established Church, . . . . .	38	57	32	167
Presbyterians, . . . . .	3	4	7	14
Dissenters, . . . . .	6	6	2	14

Hence it appears that of the total number of pupils who frequented this school in 1870, about 93 per cent. were Protestants, and only 7 per cent. Catholics.

VI. *Annual Examination.*—The annual examination of the pupils took place during the week ended the 16th July, and was conducted as heretofore by the District Inspector and myself. There were on the rolls at the time 122 pupils, viz. :—

43 in boys' school,  
42 " girls' "  
37 " infant "

And of these, 104 were present during the examination, viz. :—

35 in boys' school,  
39 " girls' "  
30 " infant "

The girls' and infant departments were in a very satisfactory state, in respect of proficiency and discipline, but the answering of the boys was very moderate indeed.

We awarded 33 premiums, viz. :—

£ s. d.  
10 in boys' school, = 1 12 6  
15 in girls' school, = 2 7 6  
8 in infant school, = 1 0 0

I have the honour to remain, gentlemen, your obedient servant,  
JOHN E. SHERIDAN, Head Inspector.

The Secretaries, &c., &c.

*Appendix B.* No. 6.—ANNUAL REPORT, for the year 1870, upon the INCHICORE MODEL SCHOOL, by JOHN E. SHERIDAN, Esq., Head Inspector.

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upon  
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Schools.  
*Inchicore.*

Dublin, March, 1871.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners of National Education, this my report for the year 1870, upon the Inchicore Model School.

I. *Number of Pupils.*—The total number of individual pupils who actually attended and received instruction in the school in 1870, was 310, viz. :—

In Boys' School,	.	.	.	.	.	91
In Girls' "	.	.	.	.	.	98
In Infant "	.	.	.	.	.	121

In the preceding year the total number was only 271.

The average number on rolls, and the average daily attendance for 1870 were 183 and 144 respectively, viz. :—

	Average on Rolls.	Average attendance.
In Boys' School,	52	42
In Girls' "	55	43
In Infant "	76	60

These averages are slightly greater than those for 1869, and indicate a somewhat more regular attendance on the part of the pupils.

II. *Literary Classification of Pupils.*—The following table shows the literary classification of the total number of pupils in each of the three departments :—

	Boys' school.	Girls' school.	Infant school.	Totals.	Per-centage.
In First Class,	19	8	81	108	66.1
" Second "	27	30	40	97	
" Third "	27	59	—	77	
" Fourth "	18	10	—	28	33.9
" Fifth "	—	—	—	—	

The corresponding per-centages for all the Dublin National Schools are about 79 and 21.

The number of *promotions from class to class*, which were made in the course of the year 1870, were—

	Boys' school.	Girls' school.	Infants' school.	Total.
From First Class into Second Class,	4	4	14	22
" Second " into Third "	12	9	—	21
" Third " into Fourth "	7	1	—	8
" Fourth " into Fifth "	—	—	—	—
Totals,	23	14	14	51

Percentage to average daily attendance, . 54.6      33.4      23.4      36.1

III. *Ages of the Pupils.*—Of the 310 pupils who attended the school in 1870,

99 were under seven years of age.  
140 were seven, but under twelve years of age.  
71 were twelve years of age or above.

IV. *School Fees.*—Of the same number of pupils—

120 were charged 1s. 1d. per quarter.  
160 " 2s. 6d. "  
30 " 3s. 6d. "

The total amount received in school fees within the year, was £76 8s. 7d., viz. :—

In Boys' School,	£28 10 7
In Girls' "	26 13 3
In Infants' "	20 16 9

The total amount received in the previous year was £71 14s. 3d.



V. *Religious Denomination of Pupils*.—The 310 pupils were thus classified according to religious denomination :—

	Boys' school.	Girls' school.	Infant school.	Totals.	Reports upon District and Minor Model Schools.
Catholics, . . . . .	82	57	72	181	Reports upon District and Minor Model Schools.
Established Church, . . . . .	36	36	45	117	
Presbyterians, . . . . .	2	3	4	9	
Dissenters, . . . . .	1	2	—	3	

Thus, of the total number of pupils who frequented the school in 1870, about 58 per cent. were Catholics, and 42 per cent. Protestants. In 1869 the per-centages were 60 and 40.

VI. *Annual Examination*.—The annual examination and distribution of premiums took place on the 28th and 29th of November, and 3rd December. There were on the rolls at the time 188 pupils, viz :—

In Boys' School, . . . . .	59
" Girls' " . . . . .	54
" Infant " . . . . .	75

And of these 172 were present during the examination, viz :—

In Boys' School, . . . . .	56
" Girls' " . . . . .	51
" Infant " . . . . .	65

The examination was conducted as usual by the District Inspector and myself; and I am happy to report that the proficiency of the pupils in all three departments was very satisfactory, and reflected great credit upon their teachers.

We awarded 22 premiums, of the value of £3 5s., in the boys' school; 27 premiums, of the value of £3 10s. 6d., in the girls' school; and 11 premiums, of the value of £1 4s. 6d., in the infant school.

I have the honour to remain, gentlemen, your obedient servant,

JOHN E. SHERIDAN, Head Inspector.

The Secretaries, &c., &c.

No. 7.—ANNUAL REPORT, for the year 1870, upon the KILKENNY MODEL SCHOOL, by JOHN E. SHERIDAN, Esq., Head Inspector. Kilkenny.

Dublin, March, 1871.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners of National Education, this my report for the year 1870, upon the Kilkenny Model School :—

I. *Number of Pupils*.—The total number of individual pupils who actually attended and received instruction in the school in 1870, was 202, viz :—

In boys' school, . . . . .	78
" girls' " . . . . .	62
" infant " . . . . .	62

In 1869 the total number was only 188. The average number on rolls, and the average daily attendance for 1870 were 127.3 and 97.2 respectively, viz :—

	Average on Rolls.	Average attendance.
In boys' school, . . . . .	56.1	46.2
" girls' " . . . . .	38.9	27.
" infant " . . . . .	35.3	24.

Except in the infant department, these averages are lower than those set forth in my report for 1869, and the attendance too appears to

*Appendix B.* have been, on the whole, not quite as regular as it had been in previous years.

Reports upon District and Minor Model Schools.

Kilberry.

II. *Literary Classification of Pupils.*—The literary classification of the 202 pupils who attended in 1870, was as follows:—

	Boys' school.	Girls' school.	Infant school.	Total.	Per-centage.
In first class, . . . . .	—	—	58	58	47.
" second class, . . . . .	15	18	4	37	
" third class, . . . . .	19	20	—	39	
" fourth class, . . . . .	24	15	—	39	53.
" fifth class, . . . . .	20	9	—	29	

The corresponding per-centages for 1869 was 55.3 and 44.7.

The number of *promotions from class to class*, which were made in the course of the year 1870, were—

	Boys' school.	Girls' school.	Infant school.	Totals.
From first class into second class, . . . . .	3	6	—	9
" second class into third class, . . . . .	15	11	—	26
" third class into fourth class, . . . . .	20	13	—	33
" fourth class into fifth class, . . . . .	7	2	—	9
Totals, . . . . .	45	32	—	77
Per-centage to average attendance, . . . . .	97.4	110.6	—	79.2

These per-centages indicate a very satisfactory rate of progress in the boys' and girls' departments. As regards the infant school, in which no promotion from one class to another took place in 1870, I have to observe, in explanation, that the present teacher has been in charge of the school only for a few months, and that it was in a very unsatisfactory state when she was appointed.

III. *Ages of the Pupils.*—Of the 202 pupils who attended in 1870:—

58 were under seven years of age,  
69 were seven, but under twelve years,  
76 were twelve years of age, or above.

IV. *School Fees.*—Of the same pupils—

76 were charged 1s. 1d. per quarter.  
56 " " 2s. 6d. " "  
70 " " 5s. 0d. " "

The total amount received in school fees in 1870 was £69 7s. 10d.

V. *Religious Denomination of Pupils.*—The same pupils were thus classified according to religion:—

Catholics, . . . . .	76
Established Church, . . . . .	109
Presbyterian, . . . . .	14
Dissenters, . . . . .	3

Thus, of the total number of pupils who frequented the school in 1870, about 38 per cent. were Catholics, and 62 per cent. Protestants. The corresponding per-centages for 1869 were 27 and 73.

VI. *Annual Examination.*—The annual examination of the pupils and the distribution of premiums took place on the 23rd, 24th, 25th, and 26th of November. There were on the rolls at the time 138 pupils, viz.:—

60 in boys' school,  
39 in girls' school,  
39 in infant school.

And of these 111 were present during the examination, viz.:—

52 in boys' school,  
30 in girls' school,  
29 in infant school.

The pupils were examined as heretofore by the District Inspector and myself; and I am happy to say that we had reason to be very well satisfied with the proficiency and discipline maintained in each of the three departments. We awarded fifty-six premiums of the aggregate value of £8, viz:—

	<i>£</i>	<i>s.</i>	<i>d.</i>
33 in boys' school =	4	9	6
19 in girls' " =	3	1	0
5 in infant " =	0	9	6

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upon  
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and Minor  
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Schools.

*Edinburg.*

We were particularly pleased with the proficiency of the singing classes, which reflected great credit upon their instructor, Mr. James Washington.

I have the honour to remain, gentlemen, your obedient servant,

JOHN E. SHERIDAN, Head Inspector.

To the Secretaries, &c., &c.

No. 8.—ANNUAL REPORT UPON BELFAST DISTRICT MODEL SCHOOL, *Belfast.*  
for the year 1870, by J. G. FLEMING, Esq., Head Inspector.

Belfast, February, 1871.

GENTLEMEN,—I beg leave to submit, for the information of the Commissioners, the following report on the Belfast Model School for the year 1870:—

The house and out-offices are in a good state of repair, but the slight improvements suggested in my last report have not yet been carried out. I therefore again recommend that the entire space in front of the buildings be laid down in grass, set off in beds, and ornamented with a few evergreens and hardy annuals. Owing to the extent of this institution, the great number of apartments it contains, the large daily average attendance, and its situation in the centre of a large manufacturing district, it is a difficult and troublesome task to keep it in a satisfactory condition as regard neatness and cleanliness. Making due allowance, however, for this drawback, I must say that the windows and window-sashes, the walls of the class rooms, and other portions of the building should present a more creditable appearance. Mr. Molloy, District Inspector, and I, have taken steps to have the premises kept in better order, and we trust it will not be necessary for us to again refer to this matter.

The several departments are still under the same excellent principals—Mr. Moore, Miss Cleary, and Miss Heritage. But the following changes have taken place in the staff of assistant-teachers:—Miss Moffatt, workmistress, died last summer; she has been succeeded by Miss Sheil, formerly a pupil in the Coleraine Model School, who, in addition to the instruction she imparts as teacher of needlework, also acts as literary assistant, so that her time is fully occupied from ten till four during five days of the week.

Mr. Browne, assistant in the boys' school, has been transferred to the Newtownards Model School, and he has been succeeded by Mr. Crawford, from Waterford Model Schools. Miss Pelling, assistant in the girls' school, and Miss Cunningham, assistant in the infants' school, resigned, and have been succeeded by Miss Fittit, from Derry Model School, and by Miss Boal, who had previously filled the situation of assistant in the Victoria-place National School, Belfast. Of the junior staff, consisting of pupil-teachers and monitors, 18 males and 8 females left during the year. The following return shows the destination or calling of these young persons:—*Males*, 10 employed in National

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trict and  
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Delfest.

schools; 2 in schools not under the Board; 1 emigrated; 1 called to the special training class in Dublin; 2 are clerks, and 2 are unemployed. Of the females, 3 are teachers in National schools; 1 in training school; 1 married; 1 obliged to stay at home, and 2 are awaiting employment.

The pupil-teachers attended the written examination of male teachers, held during Easter week. Their general answering was better than what I anticipated, for, with some few exceptions, when they first entered upon their duties, their literary attainments were of a very humble order; but as comparatively few suitable candidates now look for the situation of pupil-teacher, it has been found necessary to overlook the short-comings of some of those selected to fill this subordinate post in the hope that they will in time qualify for the office of assistant or principal teacher in a National school. That this assumption has not been unfounded as regards the present staff of pupil-teachers, appears from the following general summary of their answering at the written examination already referred to:—Number examined, 16, of whom

1	answered 66 per cent.
5	" from 50 to 60 per cent.
7	" " 40 to 47 "
3	" under 30 per cent."

The following table shows the average number on rolls, the average daily attendance, and the per-centage of attendance to number on rolls for 1869 and 1870:—

TABLE I.

		Boys.	Girls.	Infants.	Total.
1869	Average number on rolls, . . .	559.8	405.	250.	1,205.8
	" daily attendance, . . .	455.	308.	203.	966.
	Per-centage, . . .	82.6	75.	81.	"
1870	Average number on rolls, . . .	538.6	426.	252.	1,216.5
	" daily attendance, . . .	485.	325.	200.	1,010.
	Per-centage, . . .	82.4	76.2	82.8	"

Hence it appears there has been a considerable increase in the attendance, as compared with the corresponding return for 1869. The same remark holds good for the year 1868.

TABLE II.

School Fees and Rates of Payment:—

	Boys.	Girls.	Infants.	Total.
Amount of school fees received, £311 10s. 9d.	£218 3s. 3d.	£118 13s. 3d.		£548 7s. 3d.

Rates of Payment:—

Pupils on rolls at close of year.	Boys.	Girls.	Infants.	Total.
At 5s. per quarter, . . . . .	158	112	50	320
At 2s. 6d. per quarter, . . . . .	230	230	118	567
At 1s. 0d. per quarter, . . . . .	185	103	96	384

I wish to call special attention to the annexed tables, which give the literary classification of the pupils on rolls, and the number of these examined by me and Mr. Molloy in December last. We conducted this examination, as on previous occasions, mainly by means of written exercises, so that all the members of the same draft or division were tried by the same test.

In order to convey a just estimate of the character and amount of instruction imparted to these pupils, I shall follow the course I pursued in my report on this institution for the year 1869; that is, I shall give specimens of the questions proposed to some of the classes. For this purpose I mean to select the middle division in the boys' school, and the senior division in the girls' school. Any impartial person can form an accurate opinion of the success and general efficiency of these schools

from the character of these questions, and the number of pupils who answered creditably on the several branches of their prescribed course of study. I have to observe that the utmost care was taken to arrange the classes in such a way as to render "copying" almost impossible. But as the examination was of a competitive character, for upon it depended the selection of pupils for premiums, it is hardly necessary to add that this circumstance made the children very watchful and ever on the alert to detect and expose any unfair advantage on the part of those with whom they were contending for prizes.

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### Third Class Boys. 61 examined

#### ARITHMETIC.

1. In 11,405 square yards, how many acres? Done by 45.
2. A debt of £3 17s. 6d. is paid in farthings. How many would be required, and what would be their weight, 8 farthings weighing an ounce? Done by 50.
3. Add:—

Miles.	Fur.	Per.	Yards.	Feet.	In.
46	2	18	8	1	6
20	6	10	5	2	9
50	4	17	4	1	6
37	7	30	8	2	10
82	5	12	4	2	9

Done by 57.

4. From 500 half-guineas take 500 half-crowns? Done by 51.
5. Multiply 1 rood, 10 perches, and 5 yards by 37. Done by 50.
6. How many times is 195 yards, 1 foot, 8 inches contained in a mile? Done by 57.
7. 53 chests of tea, each weighing 8 qrs. 19 lbs., cost £749 12s. 8d., what is the cost of 17 lbs.? Done by 50.
8. If 12 furnaces consume 12 tons, 9 cwts., 21 lbs. of coal in 10 hours, how long will 7 furnaces be in consuming 15 tons? Done by 45.
9. How much wine may be bought for £17 8s. 4d. if  $5\frac{1}{2}$  gallons cost £7 7s. 6d.? Done by 48.
10. Find by practice the rent of 8 acres, 3 roods, and 19 perches, at 18s. 10d. per acre? Done by 56.

#### GRAMMAR.

1. What nouns form their plural by changing f or fe into ves? Answered by 54.
2. How can the nominative and objective cases be distinguished? Answered by 50.
3. Are adjectives ever considered as substantives, are they really so, and when do they become so? Answered by 61.
4. Name the reciprocal pronouns and tell the differences between them? Answered by 56.
5. Why are participles so called, and when may they be classed as adjectives? Answered by 57.
6. Give the three classes of irregular verbs with examples. Answered by 59.
7. Give the derivation of the following words:—Agriculture, rebellion, suicide, docility, abhorrence, fury, granary, and horrid. Answered by 56.

#### GEOGRAPHY.

1. Give the straits in their order which a ship must pass through in sailing from St. Petersburg to Odessa. Answered by 59.
2. Name the principal rivers running out of Europe into the Mediterranean and Black Seas respectively. Answered by 58.
3. State the names of the towns at or near the mouths of the following rivers:—Bann, Foyle, Boyne, Awea, Slaney, Suir, Blackwater, and Bandon. Answered by 58.
4. In what country is each of the following towns situated:—Portobello, Comana, Lapa, Condoza, Georgetown, New Comiter. Answered by 58.
5. Beginning at Greenland, and coasting round to Cape Horn, state the names of the principal rivers you would pass. Answered by 52.
6. State the events in French history which took place at the following dates:—987, 1507, 1793, 1830, and 1848. Answered by 56.

#### SPELLING.

1. Write down the words with their meaning from the Spelling Book, which are pronounced similar or nearly similar to the following:—Grocer, sucker, patience, and notable. Answered by 58.
2. Explain why the letter y is retained in the following words:—Conveyance, tyrant, crying, and taylor. Answered by 57.
3. Write out the second exception to the second rule for spelling. Answered by 57.
4. Write out the sixth rule for spelling. Answered by 60.

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## DICTATION.

Their intention was now obvious; and I thought that the easier they were permitted to rob me of every thing the less I had to fear. I therefore allowed them to search my pockets without resistance, and examine every part of my apparel, which they did with the most scrupulous exactness. But observing that I had one waistcoat under another, they insisted that I should cast them off; and at last, to make sure work, they stripped me quite naked, even my half boots, though the soles of them were tied to my feet with a broken bridle rein, were minutely inspected.

In writing this exercise 12 had no mistake; 10 had one mistake; 15 had two mistakes; 7 had three mistakes; 8 had four mistakes.

## Fourth Class Boys.

## GRAMMAR.

1. Write out the rule of syntax of which the following is an example:—Paul the Apostle.

2. What is a phrase?

3. What is the difference between a phrase and a sentence?

4. Write with their meanings the double plurals of *index* and *genus*.

5. Which of the following sentences is correct, and give your reasons:—

"My people does not consider."

"My people do not consider."

6. Write the feminine of *coheir* and *testator*, and the masculine of *witch*.

## GEOGRAPHY.

1. What are the causes which produce the earth's annual motion round the sun?

2. Describe a ship's course from Vancouver's Island to Lima, and state how often she would cross the equator on her voyage.

3. Give the boundaries, area, and population of Asia, also the number of persons to the square mile, and the most populous and least populous country.

4. In sailing from Aberdeen to Hall, name the counties you would pass.

5. State the precise shape of the earth.

6. At what point on the earth's surface is there neither latitude nor longitude?

## ARITHMETIC.

1. Reduce the fraction  $\frac{3333}{10000}$  to its lowest term.

2. Reduce  $\frac{1}{4}$  to a decimal.

3. By selling an article at 5s. 6d. I gain 8d., what is the gain per cent.?

4. Find the value of 49 acres, 0 rood, 15 perches, at £7 18s. 8d. by the complementary method.

5. Find the interest of £948 1s. 8d. from the 1st of May till the 31st October, at  $\frac{3}{4}$  per cent. per annum.

6. Extract the square root of 1728.

7. Find the value of .0675 of a cwt.

8. Find the first term of the following proportion:— $1 : .07 :: \frac{1}{8} : 2$ .

## DICTATION.

Manufactures and agriculture are so closely connected that the latter can be carried on, with the best effect, only where the industrial arts are in a flourishing condition. The farmer requires for his clothing the produce of various manufactures, and for his protection a house made comfortable by the labours of various artisans. His plough, his winnowing and threshing machines, have been invented for him by ingenious mechanists. On the other hand, the manufacturer must be fed. The produce of the farm finds its quickest and readiest sale in the neighbouring manufacturing town.

## SPELLING BOOK SUPERSEDED.

1. Write out the rule for spelling about the diphthongs *ei* and *ie*.

2. Write the correct meaning of the word *amphibious*.

3. Write down all the words pronounced the same as "*seen*," and give their meanings.

4. Write down the word "*Council*," and also a word pronounced nearly the same, and give their meanings.

5. Give the different applications of the word *scale*.

6. Write down the following words, and give their meaning:—*Aculeate*, *anonymus*, and *dentecarin*.

## Fifth Class (highest) Boys.

## GRAMMAR.

1. Parse the words in italics:—

"Look abroad,  
And tell me, shall we to blind *clones* *ascend*  
A scene so wonderful so fair and good?"

2. Name in their order the ordinary tenses of the indicative mood; state which are simple and what the compound tenses are used for.

3. The terminational possessive can be in most cases resolved into the prepositional *Appendix B.*  
possessive; give the exceptions.

4. "He is one of the boys that was kept in at school for bad behaviour." "It was a pleasure to have received his approbation."

Correct any errors you observe.

5. Give the prefixes, roots, and affixes in—assiduous, antidote, niggard, and form words from *rara, ortho, and cten.*

6. What rules for spelling have the following words reference to and why?—*rivalled, agreeing, and barrack.*

Reports  
upon  
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#### GEOGRAPHY.

1. What two lines drawn on the map of Ireland will include the principal bogs—name the largest, and say what rivers have their source in it.

2. What towns in England are celebrated for the following manufactures:—Cotton, woollens, metallic manufactures and outlery, silks, stockings, shoes, pottery, and pins.

3. What are the political divisions of Chinese India, or India beyond the Ganges?

4. What are the British possessions in North America, with one chief town?

5. What is meant by the sun's declination, and give the rule for finding the latitude at noon.

#### ARITHMETIC.

1. If 8 men can build 2 rods of a wall, one brick thick, in three days, how many men must be employed to build 5 rods, a brick and a half thick, in 6 days?

2. What principle lent for  $3\frac{1}{2}$  years, at  $4\frac{1}{2}$  per cent., will give £48 8s. 4d.?

3. What is the present value of £450 10s. 6d. due at the end of 4 months at 3 per cent.?

4. Divide the difference of  $\frac{3}{4}$  and  $\frac{1}{2}$  by the sum of  $6\frac{1}{2}$  and  $\frac{3}{4}$ .

5. If the  $\frac{1}{2}$  of a ship be worth £73 1s. 3d., how much of the ship is worth £233 16s.?

6. Multiply 21825 by .0046, and divide the result by .0002425.

7. Sugar bought at 3d. per lb. I can sell at 4d., what quantity of sugar should I buy that I may clear £10 by the transaction?

8. What decimal part of a £1 must be added to .00 of £5 13s. 4d., that the result may be 15 shillings.

9. Find the difference between the simple and compound interest of £383 5s. 8d. in  $2\frac{1}{2}$  years at  $8\frac{1}{2}$  per cent.

10. Extract the cube root of .9.

#### GEOMETRY AND MENSTRUATION.

1. Given the three sides of a right angled triangle; how do you find the greater segment formed by the perpendicular on the hypotenuse?

2. Calculate the cost of carpeting a room 25 feet 6 inches by 18 feet 4 inches, with carpet  $\frac{1}{2}$  yard wide, at 4s. 6d. per square yard.

3. How many square feet and inches in a semicircle whose radius is 1 foot 11 inches?

4. A circular flower-bed 16 feet in diameter, has a grass border round it 4 feet wide, find the number of square yards in the border.

5. A square field has a diagonal path across it measuring 7 chains 25 links, find the area.

6. What must be the height of a cylindrical column of marble, the radius of whose base is 9 inches, in order that it may contain  $5\frac{1}{2}$  cubic feet?

7. Inscribe a regular hexagon in a given circle.

8. The angle at the centre is double the angle at the circumference upon the same base.

9. The opposite sides and angles of a parallelogram are equal to one another, and the diagonal bisects it.

10. Given the sum of the sides and diagonal to construct a square.

#### ALGEBRA.

$$\begin{aligned} 1. \quad & a - (b - 2c - d) - \{8a - (4b - c) - d\} \\ & 5\{2a - (d - 3a + c)\} \\ & 3\{a - 3(b - c)\}. \end{aligned}$$

The sum of these to be expressed free of brackets.

2.  $(6x^2y^3 + 4xy - 3bx^2)$  multiplied by  $-5ab^2y^2$ .

3. Find the first four terms of the quotient of  $1+3x$  by  $1-5x$ .

4. Show that if  $x^2+px+q$  be divided by  $x-a$  the remainder is the same as the dividend when  $a$  is substituted for  $x$ .

$$5. \frac{x+3}{7} - \frac{4}{5} - \frac{2(x-1)}{3} - \frac{9}{5} \text{ and } \frac{3x-1}{7} + \frac{11-4x}{3} = 1\frac{1}{2} \text{ to find the value of } x.$$

6. Given  $2(3-2x)+5(3x-6)=8(6x-1)+8$  to find the value of  $x$ .

7. What fraction is that to the denominator of which if 4 be added the value is  $\frac{1}{2}$ , and if 3 be added to the numerator the value is  $\frac{3}{4}$ ?

8. How may a bill of £7 4s. be paid with half-guineas and half-crowns, so that the number of half-crowns may be equal to three times the number of half-guineas?

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## DICTATION.

After his decease the press teemed with sermons, orations, memoirs, essays, and anecdotes, which were perused and admired by thousands of readers. It would exceed the limited space that can be conveniently allotted to the foregoing sketch of Johnson's life, to give an accurate list of all that he wrote, or to collect into one review the opinions of the numerous authors who have drawn the character of this great man as a philologist, a biographer, a critic, a novelist, a political writer, and a poet. Johnson had many defects in his character, temper, and manners, though in all essential points he was kind, benevolent, and amiable. "The roughness and violence which he showed in society," observes Macaulay, "were to be expected from a man whose temper, not naturally gentle, had been long tried by the bitterest calamities, by want of meat, of fire, and of clothes, by the importunity of creditors, by the insolence of booksellers, by the derision of fools, by the insincerity of patrons, by that bread which is the bitterest of all food, by those stairs which are the most tedious of all paths, by that deferred hope which makes the heart sick."

READING, Third Book, page 249 to 253.

PARSING, Second Book, page 53.

"Little children, when you pass  
Lightly o'er the tender grass."

DICTATION, Third Book, page 246.

It is thus that from the chance melting of a few handfuls of sand, mankind has learned to produce a body at once, and in a high degree, solid and transparent, which admits the light of the sun, and excludes the violence of the wind, which extends our sight to the most distant stars, to new ranges of existence; which charms us at one time with the unbounded extent of nature, and at another with the endless details of animal and vegetable life; and what is of more importance, supplies the decay of nature, and succours old age with subsidiary sight. It facilitates and prolongs the enjoyment of light, enlarges the avenues of science, and confers the highest and most lasting pleasures.

## SPELLING.

Words selected from 1st and 2nd class of verbal distinctions, and rules for spelling.

## DERIVATION.

Carnivorous, annuity, antiquity, circulate, defection, calculate.

## ARITHMETIC.

1.	2.
£ s. d.	£ s. d.
508 17 6½	48 17 6½ + 47½
786 14 4	
249 16 1	
304 18 6½	
160 14 2½	347 12 5½ + 47½
746 0 3½	
876 7 1	
416 19 10½	
	cwt. qrs. lb.
	49 3 18 + 36

Done by 36.

Done by 25.

5. If 3 cwt. 2 qrs. 16 lbs. of sugar cost £13 17s. 9d., what is the value of 19 cwt. 3 qrs. 14 lbs.? Done by 14.

## GRAMMAR.

1. What are real nouns?
2. What are abstract nouns?
3. What are diminutive nouns, and how are they formed?
4. When is a noun singular, when plural, and how is the plural formed?
5. What are participles, and how are they known?

## GEOGRAPHY.

1. The lakes of Asia?
2. The branches of the Atlantic Ocean on its eastern side?
3. A river in each province in Ireland, with a town built on it?
4. The bays of Ireland, from Dublin to Galway, in their order by south.
5. On what rivers are the following towns:—Vienna, Bordeaux, Paris, Berlin, St. Petersburg?

## Fifth (highest) Class.

## GRAMMAR (Girls).

Reading extracts in Literary Class Book.

DICTATION, Literary Class Book, page 434.

He has this day surprised the thousands who hung with rapture on his accents, by such an array of talents, such an exhibition of capacity, such a display of powers, as are unparalleled in the annals of oratory—A display that reflected the highest honour on himself—lustre upon letters—renewed upon parliament—glory upon the country.



## SPELLING AND MEANINGS.

Panegyric, phenomena, physics, notoriety, plagiarism, unequivocal.

## GRAMMAR, Literary Class Book, page 306.

1. Big with enterprise, and elated by hope, they resolve to trust for success to none but themselves. Full of their own abilities, they deride the admonitions which are given them by their friends, as the timorous suggestions of age.
2. The classes of nouns that have no plurals, with one exception.
3. In what cases may *now* be used as conjunctive and when disjunctive?
4. Give two rules for the case of the relative pronoun.
5. Give two instances when intransitive verbs are used for transitive.
6. Why are personal pronouns the only *real* pronouns?

## DERIVATION.

Consult, hermit, scald, secret, antidote, subterranean, penitents.

## GEOGRAPHY.

1. Proofs of the earth's sphericity.
2. Why do the degrees of latitude get longer as they approach the poles?
3. The difference between an insular and a continental climate.
4. A voyage from London to Hong Kong.
5. Boundaries of Spain, and name of river that drains the eastern slope.

## ARITHMETIC.

1. Find the value of the ratio  $2:7 : 5\frac{1}{2}$ .
2. If 40 gallons of ale serve 17 persons 5 days, how many gallons will 9 persons use in a year, at the same rate?
3. 181 cwt. 3 qrs. 13 lbs. at £3 13s. 4d. per cwt.
4. What is the interest of £372 10s. 10d. from February 12th till December 17th, 1860, at  $4\frac{1}{2}$  per cent.?
5. What was the first cost of flax seed, which being sold at £3 10s. 6d. per hoghead, the seller clears 18 per cent.?
6. If  $\frac{1}{2}$  lb. of tea cost 6s. 8d., what cost  $\frac{3}{4}$  lb.?
7. Reduce  $\frac{3}{4} \times \frac{5}{6} \times \frac{7}{8}$  to its lowest term.
8. Find the wanting terms in the following:  $-475 : ? :: \frac{1}{2} : 24$ .

To save trouble and expense, I have not forwarded copies of the questions proposed to the classes examined during the past year, in Monaghan, Ballymena, Carrickfergus, and Lurgan Model Schools. I therefore feel it my duty to state that they were of the same calibre as those which I forward with this report, and allowing for the number in attendance, the answering was equally good, as may be gathered from the tables of proficiency which accompanied my reports on those four institutions.

TABLE III.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
<b>Lesson Books:</b>				<b>Geography:</b>			
Book I. . . . .	—	—	157	Lessons on Maps only. . . . .	97	58	202
" II. . . . .	253	118	107	From Text-books:			
" III. . . . .	231	210	—	Local. . . . .	437	270	62
" IV. . . . .	58	94	—	Mathematical and Physical. . . . .	166	117	—
" V. . . . .	50	23	—				
<b>Totals. . . . .</b>	<b>642</b>	<b>445</b>	<b>264</b>	<b>Arithmetic:</b>			
				Tables only. . . . .	—	—	157
<b>Grammar:</b>				Simple Rules. . . . .	232	118	107
Parts of Speech only. . . . .	395	216	107	Compound do. . . . .	142	150	—
Parsing and Syntax. . . . .	247	229	—	Proportion. . . . .	69	118	—
Derivations. . . . .	247	229	—	Practice, Interest, &c. . . . .	178	59	—
Composition. . . . .	247	117	—	Mental. . . . .	642	445	—

Appendix.

Reports  
upon  
District  
and Minor  
Model  
Schools.

Belfast.

## Appendix B.

TABLE III.—continued.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Writing: On Slates only, . . . .	—	—	202	Extra Branches:			
" Paper, . . . .	642	445	62	British Poets, . . . .	389	117	—
From Dictation, . . . .	642	445	—	Mensuration, . . . .	100	—	—
				Geometry, . . . .	108	—	—
				Algebra, . . . .	100	—	—
				Book-keeping, . . . .	108	—	—
				Reasoning, . . . .	50	—	—
Branches for Females:				Music, . . . .	642	445	264
Sewing, . . . .	—	445	—	Drawing, . . . .	642	445	167
Knitting, . . . .	—	445	—	Physical and applied			
Cutting-out, . . . .	—	117	—	science, . . . .	108	—	—

Of these, there were in attendance and examined:—

	Boys.	Girls.	Infants.	Total.
In Reading, . . . .	503	334	201	1,038
" Grammar, . . . .	500	328	102	930
" Geography, . . . .	513	320	102	943
" Arithmetic, . . . .	513	382	102	997
" Writing, . . . .	493	321	142	956
" Dictation, . . . .	493	328	102	918
" Industrial work, . . . .	—	272	—	—

IV.—Of the pupils examined, there were:—

	Boys.	Girls.	Infants.	Total.
Able to read I. Book correctly, . . . .	67	0	65	141
" II. Book correctly, . . . .	123	112	76	311
" III. or higher books with ease and intelligence, . . . .	313	210	—	523
Acquainted with the parts of speech only, . . . .	261	130	56	447
Able to parse syntactically, . . . .	156	146	—	302
Acquainted with the outlines and general features of the Map of the World only, . . . .	131	107	26	264
Acquainted with Maps of Europe and Ireland, . . . .	180	117	76	373
" with general courses of geography, . . . .	156	92	—	248
Able to set down separately a sum of seven places of figures, . . . .	455	204	76	815
Able to work correctly a sum in Subtraction, . . . .	459	280	76	815
" " Division of Money, . . . .	302	201	—	503
" " Proportion, Practice, or higher rules, . . . .	205	124	—	329
Able to write on paper fairly, . . . .	313	219	56	488
" a good hand with ease and freedom, . . . .	177	154	—	331
" from dictation a sentence with tolerable accuracy, . . . .	135	150	50	335
" with ease and correctness, . . . .	200	131	—	331
Able to sew, . . . .	—	261	—	261
" knit, . . . .	—	272	—	272
Cutting out, . . . .	—	60	—	60
Able to work sewing machine, . . . .	—	41	—	41

Results in another form:—

	Boys.	Girls.		Boys.	Girls.
Answered over 85 per cent., . . . .	3	—	Answered from 60 to 65 per cent., . . . .	41	37
" from 80 to 85 per cent., . . . .	35	4	" " 55 to 60 " . . . .	27	19
" " 85 to 90 " . . . .	55	22	" " 50 to 55 " . . . .	21	38
" " 80 to 85 " . . . .	88	38	" under 50 per cent., . . . .	82	6
" " 75 to 80 " . . . .	74	36			
" " 70 to 75 " . . . .	67	54	Total, . . . .	465	284
" " 65 to 70 " . . . .	53	31			

These results are highly satisfactory, and will, I think, convince any unprejudiced person that the children who attend this model school receive an excellent education. The foregoing per-centages do not make

special reference to the infants' school. I therefore feel bound to state that this department is in a very efficient condition, and its advantages are fully appreciated by the public. I may add that the pupils promoted from it to the upper schools make rapid progress, and at the usual yearly examination they do not fail to secure an honorable proportion of the premiums for which they compete.

The public examination began at eleven o'clock, and ended at half-past three o'clock. Without going into very minute details, I can safely state that it was such an examination as might be looked for from pupils trained under the able teachers, male and female, who have charge of the several departments in this extensive institution. The superiority of the course and system of instruction adopted in it, was fully shown by the quick and accurate answering of the pupils during the searching examination to which they were subjected. It is in place to mention that several sums in arithmetic, and some passages for reading and for dictation were selected by the Mayor and other gentlemen present, to prove that the classes had not been prepared to work questions and exercises which they had previously studied, under their respective teachers.

The first class examined was the junior division of girls, who were tested by Miss Moore and Miss Murphy, in grammar, the geography of Ireland, and mental arithmetic. Then came the middle division of boys, who were examined by Mr. Gregg and Mr. McGrath, in outlines of history, geography, (British Colonies,) natural history and arithmetic, (theory of proportion). One of the most interesting portion of the day's proceedings, was the examination of the infants by Miss Heritage, (head mistress,) and Miss Martin, the subjects being, reading, elementary arithmetic, materials for clothing, singing, &c. The appearance, discipline, and intelligent answering of these little ones were the subject of favourable comment on the part of the audience. Miss Shaw and Miss Cleary, (head mistress,) then examined the senior division of girls in slate arithmetic, physical geography, reading and writing from dictation. Mr. Greer and Mr. Moore, (head master,) then tested the boys of the most advanced classes in arithmetic, writing from dictation, lesson books, (the British Constitution,) and geometry. As already stated, the Mayor and other gentlemen present proposed questions and exercises to the boys and girls of these senior divisions. The testing character of this examination, and the ready, correct answering of the pupils in all the divisions without exception, reflected great credit on both teachers and pupils, and bore strong testimony to the diligence of the latter, and to the ability and success of the former in the performance of their arduous and responsible duties.

The numerous specimens of plain and fancy work exhibited by the pupils of the girls' school were very highly commended by the ladies who examined them. I have to add, that the children of every division (junior, middle, and senior) were required to produce specimens of knitting and plain sewing, *bona fide* the work of their own hands, otherwise they were not allowed to compete for prizes. All the pupils in the four highest classes fulfilled this condition, and the aggregate number of marks they got for needlework was remarkably high. The children in the junior division also exhibited specimens of work, most of which was neatly executed. All the girls in the most advanced division can draft their own patterns, and work the sewing machine.

I remain, gentlemen, your most obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries.

Appendix B.  
Reports  
upon  
District  
and Minor  
Model  
Schools.  
Belfast.

*Appendix B.* No. 9.—ANNUAL REPORT on the BALLYMENA DISTRICT MODEL SCHOOL, for the year 1870, by J. G. FLEMING, Esq., Head Inspector.

Reports  
upon  
District  
and Minor  
Model  
Schools.

*Ballymena*

Belfast, January, 1871.

GENTLEMEN,—I beg to submit to you, for the information of the Commissioners, the following report on the Ballymena Model School for the year 1870 :—

I feel it my duty to mention in a special manner the great care the Head-master, Mr. Given, has taken of the buildings and property under his charge. The neatness and taste with which the house and premises have been kept hold out an admirable example to the teachers of the ordinary National schools in the district; while the variety and beauty of the evergreens, shrubs, and flowers, which every where meet the eye, present a graceful and ornamental appearance. These results have been accomplished at a very trifling outlay, as the pupil-teachers are intrusted with the care of the grounds, so that the services of a caretaker are not required.

There are, however, some defects in the building which should be remedied as soon as possible. The boys' school-room is not well lighted, and the ventilation is imperfect, owing to the shape and faulty construction of the windows, which are overshadowed by heavy mullions and the excessive framework of the small panes. As a necessary improvement I suggest that windows consisting of two sashes on pulleys (each sash to have at the most four panes) should be provided. In reference to this branch of my report I have merely to add that an excellent ball-court has been erected in the boys' play-ground, and the boundary wall will be immediately raised, because the adjoining fields, which overlook the Model school, have been thrown open to the public, and now form a people's park.

In April last, Mr. Shannon, assistant, was transferred to Newtown-stewart Model School, and was succeeded by Mr. Doran, who had been for five years a paid monitor in Belfast Model School. Mr. Shannon, during the time he was connected with Ballymena Model School, discharged his duties with diligence and zeal. His transfer, however, became necessary, owing to the arrangements for introducing drawing into the schools. Miss Adams, assistant, was sent, at her own request, to a branch of the Dublin Model Schools. Her successor, Miss Forsyth, entered on her duties in December last. Six pupil-teachers, two monitors, and one ordinary pupil left during the year to take charge of National schools. These young persons have, I am informed, given satisfaction in their respective spheres of duty. Two pupil-teachers died during the past twelve months at their own homes. The remaining pupil-teachers were examined in Easter week with the teachers of ordinary National schools, and, with two exceptions, their answering entitled them to hold the rank of first division of third class.

The monitors, male and female, were examined in July with those of the other schools in the district. Their per-centage of answering showed that their respective teachers had, during the year, given as much attention to the training of these young persons as the arduous nature of their school duties would permit.

In the annexed table are given the average number on rolls, the average daily attendance, and the centesimal proportion of the latter to the former for the years 1869–1870. Of the 391 pupils whose names appeared on the rolls of the school during the past twelve months, 13 made no attendance, their names having been carried forward from the last quarter of 1869. The numbers on rolls, in December, 1870, show an increase of 27 over those on rolls in the beginning of the year. I have to add that the per-centage of promotions indicates steady progress.

TABLE I.

	Boys.	Girls.	Infants.	Total.	Appendix B. Reports upon District and Minor Model Schools.
Average number on rolls for the year ended 31st Dec., 1870, . . . . .	121.4	87.2	54.3	262.9	
Do. . . . . do. . . . . 1869, . . . . .	120.7	78.8	62.4	261.9	
Average daily attendance for the year ended 31st Dec., 1870, . . . . .	100.4	73.6	41.1	214.1	
Do. . . . . do. . . . . 1869, . . . . .	97.1	69.1	43.6	209.8	
Per-centage of average attendance to average on rolls for 1870, . . . . .	82.4	83.2	75.5	81.3	Ballymena.
Do. . . . . do. . . . . 1869, . . . . .	80.2	81.3	69.1	78.0	

TABLE II.

The school fees collected during 1870 exceeded by £14 the amount received from the same source during any year since 1849, when the schools were first opened for public instruction. It further appears from the accompanying summary that while there is no reluctance to pay the highest rate, the united number of pupils admitted at 2s. 6d. and 1s. 1d. per quarter, is much larger than the number entered at 5s. per quarter. The working classes have accordingly availed themselves of the educational advantages in this institution, so that the attendance mainly consists of the children of working men.

Number on rolls at the several rates of payment on 31st December, 1870 :—

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter, . . . . .	56	33	4	93
" 2s. 6d. " . . . . .	44	37	30	111
" 1s. 1d. " . . . . .	16	19	18	53
Total, . . . . .	116	89	52	257

  

	Boys.	Girls.	Infants.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
School-fees received for 1870, . . . . .	77 16 3	53 4 11	22 14 7	153 15 9
" " " 1869, . . . . .	75 1 1	42 0 3	22 4 7	139 5 11
Requisites sold during 1870, . . . . .	23 1 4	12 1 6	1 7 10	35 10 8
" " " 1869, . . . . .	18 13 2	6 19 9	2 4 0	26 2 11

The children on rolls, on the 31st December, 1870, were classed as follows.

TABLE III.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
<b>Lesson Books :</b>				<b>Arithmetic—continued.</b>			
Book I., . . . . .	—	—	33	Proportion, . . . . .	24	13	—
" II., . . . . .	10	26	19	Practice, Interest, &c., . . . . .	70	28	—
" III., . . . . .	36	33	—	Mental, . . . . .	116	95	—
" IV., . . . . .	28	25	—	Writing :			
" V., . . . . .	42	11	—	On Slates only, . . . . .	—	1	29
Totals, . . . . .	116	95	52	" Paper, . . . . .	116	94	23
<b>Sacred Poetry,</b> . . . . .	—	—	50	From Dictation, . . . . .	116	94	19
<b>Grammar :</b>				<b>Branches for Females :</b>			
Parts of Speech only, . . . . .	10	26	23	Sewing, . . . . .	—	77	—
Parsing and Syntax, . . . . .	106	69	—	Knitting, . . . . .	—	70	—
Derivations, . . . . .	70	69	—	Netting, . . . . .	—	5	—
Composition, . . . . .	106	86	—	Embroidery, . . . . .	—	4	—
<b>Geography :</b>				Cutting out, . . . . .	—	14	—
Lessons on Maps only, . . . . .	8	1	52	Crochet and tatting, . . . . .	—	82	—
From Text-books :				<b>Extra Branches :</b>			
Local, . . . . .	38	53	—	British Poets, . . . . .	78	36	—
Mathematical and Physical, . . . . .	70	36	—	Mensuration, . . . . .	70	—	—
<b>Arithmetic :</b>				Geometry, . . . . .	42	—	—
Tables only, . . . . .	—	1	29	Algebra, . . . . .	42	—	—
Simple Rules, . . . . .	0	25	22	Book-keeping, . . . . .	12	—	—
Compound Rules, . . . . .	14	33	—	Music, . . . . .	60	95	52
				Drawing, . . . . .	116	95	52
				Physical and Applied Science, . . . . .	66	—	—

Appendix B.  
Reports  
upon  
District  
and Minor  
Model  
Schools.  
Ballymena.

Of this number 211 were examined in June last by me and Mr. Wilson, District Inspector. Our joint examination extended over a period of three days, during which the several classes were fully tested in every branch of their prescribed course of study. The results may be gathered from the subjoined proficiency table and the summary, giving the percentage of answering in all subjects. These figures show an improvement when compared with the corresponding returns for last year; and the gratifying fact may also be stated that of the total number examined, only three boys and one girl may be said to have failed, their answering being under 40 per cent. The return for the girls would have been higher if literary proficiency alone had been taken into account. But every girl who failed to produce creditable specimens of needlework, lost 100 marks. This, however, happened in comparatively few instances—63 girls displayed specimens of plain sewing, knitting, and fancy work, most of which were of high excellence and obtained the maximum number of marks. Again, evidence of attention to home lessons was exacted before a premium was awarded to any pupil. Notwithstanding this strictness, 44 boys and 35 girls gained prizes, the total number under examination being 163, exclusive of the children in the infants' school. All whose answering was under 65 per cent. got no premium. I was reluctantly obliged to take this high standard of proficiency because the money at my disposal, £10, was so small in comparison with the number of pupils who deserved some reward for superior proficiency. In case the attendance should continue at its present high figure, which I fully anticipate, I trust the Commissioners will increase the allowances for premiums.

TABLE IV.—The children examined were classed as follows:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—continued.			
Book I. . . . .	13	20	12	Practice, Interest, &c., . . .	57	9	-
“ II. . . . .	22	32	-	Mental, . . . . .	79	51	-
“ III. . . . .	31	19	-	Writing:			
“ IV. . . . .	26	-	-	On Slates only, . . . . .	-	-	36
“ V. . . . .				“ Paper, . . . . .	92	71	12
Totals, . . . . .	92	71	48	From Dictation, . . . . .	79	51	-
Grammar:				Branches for Females:			
Parts of Speech only, . . . .	26	33	12	Sewing, . . . . .	-	71	-
Parsing and Syntax, . . . .	66	33	-	Knitting, . . . . .	-	71	-
Derivations, . . . . .	57	33	-	Netting, . . . . .	-	19	-
Composition, . . . . .	57	19	-	Embroidery, . . . . .	-	19	-
Geography:				Cutting out, . . . . .	-	19	-
Lessons on Maps only, . . . .	-	-	48	Extra Branches:			
From Text-books:				British Poets, . . . . .	57	19	-
Local, . . . . .	35	52	-	Mensuration, . . . . .	57	-	-
Mathematical and Physical, . . . . .	57	19	-	Geometry, . . . . .	26	-	-
Arithmetic:				Algebra, . . . . .	26	-	-
Tables only, . . . . .	-	-	36	Book-keeping, . . . . .	26	-	-
Simple Rules, . . . . .	13	20	12	Music, . . . . .	79	71	-
Compound Rules, . . . . .	13	32	-	Drawing, . . . . .	92	71	-
Proportion, . . . . .	9	19	-	Physical and Applied Science, . . . . .	57	-	-



## Appendix B.

Reports  
upon  
District  
and Minor  
Model  
Schools.

## Ballymena.

The girls' school rose very rapidly in public estimation after Miss Brown's appointment to the post of head-mistress, in January, 1869, since which date the attendance has gradually increased, so that it is now nearly double what it was in 1868. Hence additional accommodation is much needed. To meet this want a class-room for the special use of Miss Brown's pupils will shortly be erected.

The very large attendance in the boys' and girls' schools calls for some increase in the teaching staff. Official communications have been forwarded representing the want of a second assistant in each of these departments. I trust these appointments will be made as soon as possible; if not, I fear the proficiency of the classes cannot be kept up to its present high standard, owing to the close and heavy work it imposes upon the present teaching staff.

The class in vocal music has made satisfactory progress. Nearly one-half of the children in the boys' and girls' schools show an aptitude and taste for instruction in singing, and some of the pupil-teachers and paid mistresses can now teach this branch to others. The members of the singing class, under the superintendence of their worthy teacher, Mr. R. Cooney, performed at intervals during the day of the public examination several select pieces, which were deservedly applauded.

I remain, gentlemen, your most obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries, &c., &c.

## Newtownards.

No. 10.—ANNUAL REPORT for the year 1870, upon the NEWTOWNARDS MODEL SCHOOL, by J. G. FLEMING, Esq., Head Inspector.

Belfast, March, 1871.

GENTLEMEN,—I beg to submit for the information of the Commissioners the following report on the Newtownards Model School for 1870.

The condition of the house and premises is, in every respect, satisfactory. The grounds are kept in excellent order by Mr. Greer, the assistant teacher, and they afford evidence of his skill in the selection and culture of plants for ornamental purposes. A small portion of ground has been allotted to each pupil-teacher who is required to keep it in order, so as to gain some practical knowledge of the cultivation of flowers and shrubs, which may, as opportunity offers, be hereafter turned to useful account. The small field in front of the school premises, and which is rented by the Commissioners, presents a striking and disagreeable contrast to the grounds which have been kept in such admirable order by the pupil teachers. I called attention to this defect in my last report, but as yet nothing has been done to remedy it; a small outlay would effect all that is needed.

The character of the attendance, the sums received as school-fees and for sale of books and stationery, are shown in the annexed table:—

	Boys.			Girls.			Infants.		
Average number on rolls, . . .	150			106			30-8		
"    "    in attendance, . . .	127			86-1			76-7		
	Boys.			Girls.			Infants.		
	£	s.	d.	£	s.	d.	£	s.	d.
Fees received, . . . .	68	14	9	45	11	8	31	19	7
Requisites sold, . . . .	26	7	3½	12	0	8	2	10	5½



At the beginning of the year Mr. Scott, assistant teacher, emigrated to Australia. He had just won, after a very strict examination, the first division of first class, and, as might be expected, he soon obtained remunerative employment in his new home. He has been succeeded by Mr. Brown removed, at his own request, from Belfast Model School. In the month of April last Mr. O'Reilly, assistant teacher, died of consumption; he had been for a length of time in bad health and wholly unable to attend to business of any kind. He has been succeeded by Mr. Shannon, former assistant in the Newtownstewart Model School. Some changes took place in the staff of pupil-teacher and paid monitors; but they are few and unimportant and do not call for special remark.

The children on the rolls are classed as follows:—

Subjects.	Boys.	Girls.	In- fants.	Subjects.	Boys.	Girls.	In- fants.
Lesson Books:				Writing:			
Book I. . . . .	4	6	73	On slates only, . . .	—	—	36
" II. . . . .	53	31	25	" paper, . . . . .	138	106	23
" III. . . . .	43	38	—	From dictation, . . .	138	106	23
" IV. . . . .	20	20	—				
" V. . . . .	9	11	—				
Totals, . . . . .	133	106	97	Branches for females:			
Grammar:				Sewing, . . . . .	—	106	—
Parts of speech only, .	57	37	23	Knitting, . . . . .	—	106	—
Parsing and Syntax, .	81	69	—	Netting, . . . . .	—	69	—
Derivations, . . . .	81	69	—	Embroidery, . . . .	—	31	—
Composition, . . . .	38	31	—	Cutting out, . . . .	—	31	—
Geography:							
Lessons on Maps only, .	57	37	56	Extra branches:			
From Text-books:				British Poets, . . . .	38	69	—
Local, . . . . .	43	38	25	Mensuration, . . . .	30	—	—
Mathematical and Phy- sical, . . . . .	38	31	—	Geometry, . . . . .	38	—	—
Arithmetic:				Algebra, . . . . .	38	—	—
Tables only, . . . . .	—	—	56	Book-keeping, . . . .	5	—	—
Simple rules, . . . .	43	37	25	Music, . . . . .	50	50	81
Compound do., . . . .	9	29	—	Drawing, . . . . .	138	106	81
Proportion, . . . . .	43	17	—	Physical and Applied Sciences, . . . . .	38	—	—
Practice, Interest, &c., .	38	28	—	Modern Languages, . .	8	—	—
Mental, . . . . .	138	106	—				

The excellence of the discipline, the ready obedience of the children, and the closeness with which the arrangements specified on the "Time Table" are observed by the principals and their assistants, prevent anything like waste of time and unnecessary changes of class. Moreover the instruction is conveyed with remarkable dexterity and success, and it is so thorough that every department from the lowest division to the most advanced receives full and, I believe, equal attention. The course of study is, I may add, divided into subordinate parts, the arrangement of which indicates a careful development of the art of teaching which must prove of great benefit to those young persons, now in charge of schools, who have been trained in accordance with its principles. The preliminary examinations, held in November last, were, as heretofore, close and searching. They embraced every subject set down in the programmes, and hence they engaged me and Mr. Macdonnell, District Inspector, for several days. The average per-centage of marks gained by the pupils was, as I foresaw, remarkably high. The following short summary shows at a glance the character of the answering:—

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4. Describe a ship's course from Pernambuco to Calcutta.

5. Where are the following places situated?—Spice Islands, Pensacola, Honduras, Punjab (meaning of) and why?

#### DICTATION EXERCISE.

"The sycamore is a noble tree, vying in point of magnitude with the oak, the ash, and other trees of the first rank. It presents a grand unbroken mass of foliage, contrasting well in appropriate situations with trees of a lighter and more airy character. It has round spreading branches, and a smooth ash-coloured bark, frequently broken into patches of different hues, like the planes. The leaves have long footstalks, are four or five inches broad, palmate, with five acute unequally serrated lobes, the middle one largest, pale or shining beneath."

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The fifth class was also examined in Euclid, Book I., mensuration of surfaces, and simple equations. The answering on these branches was very fair. I have further to remark that the proficiency of the boys in arithmetic was most satisfactory notwithstanding the difficulty of some of the exercises; the average per-centage of marks obtained by fourth and fifth classes in this essential branch being as high as 80. Seven boys got full marks, as they worked all the questions proposed to them. In writing from dictation an average of 81 per cent. of marks was attained; nine boys had no mistakes in their exercises. The following average per-centage of marks was gained by the pupils tested in the following subjects:—Blank maps, 80 per cent.; geography, 71 per cent.; reading, 70 per cent.; spelling, roots, and derivations, 68 per cent.; penmanship, 68 per cent.

It now remains for me to give a short account of the course of instruction given in the girls' school. The style of reading of the higher classes was characterized by remarkable clearness of enunciation and a pleasing modulation of the voice. The children of the junior division are rapidly attaining to the same satisfactory degree of excellence in reading. I have but little to add to the very favourable statements made in my last report with reference to this school. It is, however, my gratifying duty to call attention to the fact that, with the exception of arithmetic, the general answering of the classes was quite as good as in the boys' school. On looking over the returns showing the proficiency of the pupils examined I find that in fourth and fifth classes the answering in arithmetic was inferior to that recorded for the same classes in the preceding year. This is, I believe, accounted for by the fact that fully three-fourths of the girls now in senior division were only in Third Book in the beginning of the year 1870, and were considerably under the average age of advanced pupils, and it is but fair to add that the sums which they were required to work are hard for girls, with whom, speaking generally, arithmetic is not a favourite subject. Notwithstanding the drawbacks now referred to, the average per-centage of marks gained by the answering of all the classes in arithmetic was 53 per cent.

The following questions were given to fourth and fifth classes.

1. If 20 men do a piece of work in 12 days, how many will do a piece of work six times as great in one-tenth of the time?
2. Yearly rent of 49 acres, 0 roods, 15 perches at 18s. 8d. per acre?
3. I buy butter at £3 14s. per cwt.; how must I sell it to gain 16 per cent.?
4. At what rate per cent. per annum will the interest on £1,270 18s. 9d. amount to £70 5s. 1d.
5. Add together the following:— $\frac{3}{4} + \frac{4}{5} + \frac{7}{10} + \frac{1}{2}$  and divide the result by  $\frac{7}{8}$ .
6. Find the interest of £507 10s. for 3 years and 3 months at 4 per cent. per annum.

Eighty-two per cent. was attained in penmanship and 79 per cent. in writing from dictation. Of 30 pupils tested in this latter branch 10 made no mistake, 1 made one mistake, 6 made two, 1 made three, 4 made four, and 7 made five or more mistakes.

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The following extract from the lesson in Fourth Book on "The British Constitution" was the exercise given:—

"The assembling, preroguing, and dissolving of Parliament, depend, as has been said, on the pleasure of the Kings; but in practice Parliament meets once a year. For, as the money which is required for carrying on the Government can only be raised by a vote of Parliament, it is essentially necessary to hold these annual sessions. Moreover, the Mutiny Act—the law by which the discipline of the army is maintained—is never passed but for a single year; so that if Parliament did not assemble annually that Act would expire, and the soldiers, besides that there would be no means of paying them, would not be obliged to obey their officers."

In reading 76 per cent. was attained, and in outline maps 75 per cent. The following were the questions given in the "General Course of Geography":—

1. Name, in their order, the counties which would be passed in a voyage from London to Bristol.
2. Name the principal island groups in the Pacific.
3. Length, breadth, area, and boundaries of Asia?
4. Where is Christmas day twenty-four hours long?
5. What o'clock is it in New York, 75° west longitude, when it is eleven o'clock in London?
6. Give in two words the exact shape of the earth.

(60 Marks.)

In parsing 65 per cent. was attained.

The following extract was given:—

"Get what you can, and what you get hold;  
'Tis the stone that will turn all your lead into gold."

The questions from the text-book were as follows:—

1. When is it that verbs, naturally neuter, take an objective case after them?
2. Give a list of the emphatic pronouns.
3. Why does the verb To Be take the same case after it as that which goes before it?
4. Name four classes of nouns that never take a plural verb.
5. Give the past tense and the past participle of "spring."
6. What is meant by the conjugation of a verb?

(60 Marks, total.)

*Infants' School.*—This department has produced very satisfactory results during the past year, and the largeness of the attendance is a convincing proof that the advantages which the school confers are fully appreciated by the public. Several of the more grown children read very well in Second Book, worked easy sums in simple rules, and traced the outlines of the map of the world. They will be immediately transferred to the higher schools, as, for obvious reasons, I do not think it desirable that a third class should be established among mere infants. Object lessons of a suitable kind, manual exercises, and, above all, singing and frequent recreation in play-ground should occupy the chief part of the infants' time. I am bound to add, this principle has been fully carried out in this school. It is in place to mention that the accurate and sweet tone with which the infants sang, at the public examination, several pieces suitable to their years, elicited the hearty approbation of the large assemblage present on the occasion.

The public examination took place on 1st December. It was held in the boys' school-room, as being the most suitable for the purpose. The proceedings began at eleven and ended at three; they passed off in the most satisfactory manner. Lord Dufferin most kindly consented to act as chairman, and to distribute the prizes among the pupils who had distinguished themselves for superior proficiency in their prescribed course of study. I think it right to state that the passages given as dictation

exercises were selected by some gentlemen who witnessed the examination. The same remark applies to the questions in arithmetic, which were proposed by Lord Dufferin, Rev. Mr. Moore, and other gentlemen.

The walls of the principal examination room were ornamented with drawings, executed by the pupil-teachers and ordinary pupils of the schools. I feel it my duty to call special attention to the remarkable success which has resulted from Mr. Greer's labours in the drawing department. The beauty and finish of style which characterize the numerous sketches, copies from models and drawings in water colours, finished under his direction, afford abundant evidence of his skill and success. Besides, several members of his classes have a knowledge of the laws of light and shade, and can copy ornament and landscape with ease and judgment. Many of these specimens were forwarded to the office last year, where they elicited well-deserved praise.

The results in the needlework department are highly satisfactory. A large proportion of the girls in middle and junior divisions can make up, very fairly, articles of clothing for themselves, while those in the advanced classes exhibited a great quantity of plain, but very useful, household work, consisting of curtains, quilts, doyleys, patchwork, &c. Shirts, stockings, jackets, and petticoats, formed a considerable part of this large selection of work, which is a credit to the school. I have only to add, that even the youngest children who attend are taught to sew and knit.

I remain, gentlemen, your most obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries, &c., &c.

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NO. 11.—ANNUAL REPORT ON CARRICKFERGUS MINOR MODEL SCHOOL, for the year 1870, by J. G. FLEMING, Esq., Head Inspector.

Carrick-  
fergus.

Belfast, January, 1871.

GENTLEMEN,—I beg to submit for the information of the Commissioners the following report on the Carrickfergus Model School for the year 1870.

The school buildings and premises are in excellent repair, and in point of order, neatness and cleanliness, they leave nothing to be desired. The grounds and walks have also been well kept during the year. The whole establishment, indeed, presents internally and externally an appearance indicative of constant attention to the Board's *practical rules*, by the teachers of the several departments.

The present teaching staff consists of three principals, five assistants, and six senior monitors. The teachers of drawing and vocal music in the Belfast Model School also impart instruction in these branches in Carrickfergus Model School on certain specified days. Miss Patton, assistant in the infants' school, was removed in June last to the Derry Model School, and her place was supplied by Miss Moore from the Belfast Model School. The changes in the monitorial staff were few and unimportant,

*Appendix B.* The following tables show at a glance all that demands special attention in connexion with the statistics of this model school:—

Reports upon District and Minor Model Schools.  
*Carriock-fergus.*

## I.

	Boys.	Girls.	Infants.	Total.
Average on rolls, . . . . .	112.1	64.8	78.5	255.4
Average attendance, . . . . .	85.8	52.1	60.0	197.9
Centesimal proportion, . . . . .	85.0	80.4	82.6	82.1
School-fee, . . . . .	£ s. d. 67 10 4	£ s. d. 35 15 6	£ s. d. 37 16 3	£ s. d. 140 11 10
Requisites sold, . . . . .	£ s. d. 15 16 6	£ s. d. 4 7 3	£ s. d. 2 0 5	£ s. d. 22 4 3

## II.

	Boys.	Girls.	Infants.	Total.
Average on rolls, . . . . .	102.6	68.8	76.2	247.6
Average attendance, . . . . .	83.5	55.4	61.7	200.6
Centesimal proportion, . . . . .	81.3	80.5	80.9	80.9
School-fee, . . . . .	£ s. d. 63 15 3	£ s. d. 37 18 1	£ s. d. 38 16 6	£ s. d. 140 11 10
Requisites sold, . . . . .	£ s. d. 13 0 3	£ s. d. 9 8 10½	£ s. d. 1 9 11½	£ s. d. 24 7 1

## III. Table showing the rates of payment at the close of the year:—

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter, . . . . .	33	22	17	72
„ 3s. 6d. „ . . . . .	52	26	44	122
„ 1s. 1d. „ . . . . .	18	16	23	57

## IV. Literary classification of pupils on rolls at the end of June—date of annual examination:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
<b>Lesson Books:</b>				<b>Arithmetic—continued.</b>			
Book I., . . . . .	—	—	45	Proportion, . . . . .	23	10	—
„ II., . . . . .	35	39	35	Practice, Interest, &c., . . . . .	25	17	—
„ III., . . . . .	41	10	—	Mental, . . . . .	101	66	—
„ IV., . . . . .	10	9	—	<b>Writing:</b>			
„ V., . . . . .	7	8	—	On Slates only, . . . . .	—	—	46
Total, . . . . .	101	66	80	„ Paper, . . . . .	101	66	34
				From Dictation, . . . . .	101	66	—
<b>Grammar:</b>				<b>Branches for Females:</b>			
Parts of Speech only, . . . . .	35	39	35	Sewing, . . . . .	—	66	6
Parsing and Syntax, . . . . .	66	27	—	Knitting, . . . . .	—	66	11
Derivations, . . . . .	66	27	—	Netting, . . . . .	—	8	—
Composition, . . . . .	25	27	—	Cutting out, . . . . .	—	8	—
<b>Geography:</b>				<b>Extra Branches:</b>			
Lessons on Maps only, . . . . .	35	—	80	British Poets, . . . . .	25	17	—
From Text-books:				Mensuration, . . . . .	25	—	—
Local, . . . . .	41	39	—	Geometry, . . . . .	25	—	—
Mathematical and Physical, . . . . .	25	27	—	Algebra, . . . . .	25	—	—
<b>Arithmetic:</b>				Book-keeping, . . . . .	25	—	—
Tables only, . . . . .	—	—	45	Trigonometry, . . . . .	11	—	—
Simple Rules, . . . . .	24	21	35	Navigation, . . . . .	25	—	—
Compound Rules, . . . . .	29	18	—	Music, . . . . .	101	66	80
				Drawing, . . . . .	101	66	80
				Physical Science, . . . . .	25	—	—

I am in a position to state that the foregoing classification was judicious and based upon the proficiency of the pupils, as may be gathered from the character of their answering at the examination, held by me and Mr. Starrit, on the 27th and 28th of June last. The infants are not included in the annexed table of proficiency; but it is due to their teacher to state that they acquitted themselves satisfactorily in the subjects and exercises, suitable to their years, which form their course of instruction, and the manner in which they sang several simple airs elicited the admiration of the large assemblage present at the public examination. The results of the preliminary examination of the several divisions in the boys' and

girls' schools reflect much credit on the teachers in charge of these important departments. The questions proposed to each class were numerous and searching, and the pupils were required to write down their answers and exercises on slates or paper. I have to add that the utmost care was taken to place them in the desks and seats at such distance from each other as to make it impossible for them to copy from their neighbours. The figures and per-centages in the accompanying returns speak for themselves and require no comment from me. Any one who will take the trouble to compare the numbers in Table IV. with those in table of proficiency will readily form an accurate opinion of the character and extent of the instruction imparted to those who have attended this school for some length of time.

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TABLE V.—The results of the annual examination, held at the close of June, are given in the following summary :—

Subjects.	Examined.			Proficiency.	Boys.	Girls.	Total.
	Boys.	Girls.	Total.				
Reading, .	33	60	143	Able to read First Book correctly, .	5	9	14
				"    Second                          .	36	30	66
				"    Third and higher Books correctly, .	42	21	63
Grammar, .	33	60	143	"    to distinguish parts of speech, .	28	14	42
				"    to parse syntactically, .	19	16	35
Geography, .	33	60	143	Knew outlines of Map of World only, .	36	12	48
				"    Maps of Europe and Ireland, .	23	16	39
				"    general course of Geography, .	9	9	18
Arithmetic, .	33	60	143	Able to set down numbers to seven places,	57	39	96
				"    to work sums in Simple Subtraction, .	61	46	107
				"    "    Compound Division	43	34	77
				"    "    Proportion and Practice, .	26	20	46
Writing, .	33	60	143	"    to write on paper fairly, .	34	38	72
				"    "    well, .	43	34	77
Dictation, .	33	23	75	"    "    from Dictation fairly, .	12	4	16
				"    "    well, .	36	19	55
Needlework, .	—	60	60	"    to sew neatly, .	—	46	46
				"    to knit a stocking, .	—	45	45
				"    to cut out, .	—	6	6

The annual public examination and distribution of prizes took place on the 30th of June in the infants' school-room, which was tastefully decorated for the occasion. Flags and appropriate mottoes were displayed in various parts of the room, and the walls were ornamented with wreaths of flowers and evergreens. Numerous specimens of needlework, penmanship, and drawing, executed by the pupils, were exhibited in the girls' school-room, and they deservedly elicited warm commendations from the visitors by whom they were inspected. That these schools continue to enjoy the confidence of the public is manifest from the great interest taken in the periodical examinations of the pupils who attend them.

Divisions from the different departments were examined by the principal teachers and their assistants. The general answering was of a very satisfactory character, and won, from those best qualified to form an opinion on the subject, many expressions of commendation. Several questions in arithmetic were proposed by some of the gentlemen present at the examination. These questions were selected from the exercises under the following rules—proportion, simple and compound; practice

*Appendix B.* and interest. The quickness and accuracy with which they were answered by the pupils showed that their knowledge of the subject was deep and comprehensive.

Reports upon District and Minor Model Schools.

I remain, gentlemen, your obedient servant,

J. G. FLEMING, Head Inspector.

*Carried-forward.* The Secretaries, &c., &c.

*Lurgan.* No. 12.—ANNUAL REPORT upon the LURGAN MODEL SCHOOL, for the year 1870, by J. G. FLEMING, Esq., Head Inspector.

Belfast, January, 1871.

GENTLEMEN,—I beg to submit to you, for the information of the Commissioners, the following report on the Lurgan Model School for the year 1870:—

The school buildings, premises, and grounds have been kept in excellent order throughout the year, and present a creditable appearance. In my last report I called attention to the fact that since July, 1869, Mr. Greer, the head master, had resided in the wing (attached to the boys' school-room), and which had been previously occupied by a caretaker. This arrangement put a stop to numerous irregularities, and has in other respects produced beneficial results. It was at once brought under the attention of the Board of Works, in order that due accommodation might be provided for Mr. Greer and his family. Some necessary alterations and improvements have accordingly been effected in this portion of the building, and steps will, I believe, be taken to complete the work as soon as possible.

Mr. Magill, assistant-teacher, who had discharged his duties with much efficiency, during his stay in this institution, a period of more than five years, resigned on the 1st August last, in order to become a clergyman. He has been succeeded by Mr. Keatly, formerly assistant-teacher in the Brown-street National School, Belfast. In the junior teaching-staff three changes occurred during the year—Robert Orawford, pupil-teacher of two years' standing, was summoned to the Central Training Department on the 16th August. His successor, Robert Belshaw, had been for some years a paid monitor in the school. Ellen Bingham, paid monitor, resigned on the 30th April, having been previously appointed assistant-teacher in Dromore (4) National School. Christina Bowen, paid monitor, also resigned, in order to fill the post of assistant in the Lurgan National School.

The following summaries show the classification of the children on rolls, the character of the attendance, the amount of school-fees received, and requisites sold during the past year.

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Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.	Reports upon District and Minor Model Schools.
<b>Lesson Books:</b>				<b>Arithmetic—continued.</b>				<b>Largan.</b>
Book I., . . . .	—	4	70	Practice, Interest, &c., . .	57	30	—	
" II., . . . .	67	26	26	Mental, . . . .	178	110	—	
" III., . . . .	34	44	—	<b>Writing:</b>				
" IV., . . . .	64	25	—	On slates only, . . . .	—	—	70	
" V., . . . .	13	10	—	" paper, . . . .	178	110	26	
<b>Total, . . . .</b>	<b>178</b>	<b>110</b>	<b>96</b>	From dictation, . . . .	178	100	26	
<b>Grammar:</b>				<b>Branches for females:</b>				
Parts of Speech only, . .	67	45	26	Sewing, . . . .	—	110	—	
Parsing and Syntax, . .	111	65	—	Knitting, . . . .	—	110	—	
Derivations, . . . .	111	65	—	Netting, . . . .	—	3	—	
Composition, . . . .	111	36	—	Embroidery, . . . .	—	4	—	
<b>Geography:</b>				Cutting-out, . . . .	—	36	—	
Lessons on Maps only, . .	—	10	96	<b>Extra Branches:</b>				
From Text-books:				British Poets, . . . .	77	26	—	
Local, . . . .	178	100	—	Mensuration, . . . .	57	—	—	
Mathematical, . . . .	77	36	—	Geometry, . . . .	13	—	—	
Physical, . . . .	178	—	—	Algebra, . . . .	13	—	—	
<b>Arithmetic:</b>				Book-keeping, . . . .	57	—	—	
Tabled only, . . . .	—	—	70	Trigonometry, . . . .	2	—	—	
Single rules, . . . .	67	30	26	Music, . . . .	75	110	96	
Compound do., . . . .	34	44	—	Drawing, . . . .	77	110	96	
Proportion, . . . .	20	26	—	Physical and Applied Science, . . . .	31	—	—	

	Boys.	Girls.	Infants.	Total.
1870—Average No. on rolls, . .	183.3	167	104.4	396.7
" " in attendance, . . . .	143	91	90	329
1869—Average No. on rolls, . .	182	94	101.2	377.2
" " in attendance, . . . .	144	76	83	303

## II. School-fees received and requisites sold, 1870:—

	Boys.	Girls.	Infants.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Amount of fees received, . .	87 11 9	54 8 5	50 5 2	192 5 4
" of requisites sold, . . . .	23 13 9	12 8 8	1 18 5	37 0 5

## Number remaining on the rolls:—

	Boys.	Girls.	Infants.
At 5s. per quarter, . . . .	40	26	20
" 2s. 6d. . . . .	65	47	37
" 1s. or 1s. 10d. per quarter, . .	72	37	39
<b>Total on the rolls, . . . .</b>	<b>178</b>	<b>110</b>	<b>96</b>

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From these figures it appears that the number of children on rolls and in attendance exhibit an increase, as compared with the corresponding returns for 1869; but the average age of the pupils, in the highest class, has sensibly diminished since the schools were first opened for public instruction. This remark has special reference to the boys' department and is easily explained. The manufacturers and traders of Largan and surrounding towns fully appreciate the aptitude for business which Mr. Greer's advanced pupils very generally evince. These young persons are so well grounded in arithmetic and book-keeping and write so good a hand, that their services are at once turned to profitable account, and they find no difficulty in securing remunerative employment. In point of fact, fifty-one boys, who left the school during the past year, are now acting as clerks, assistants, &c., in various commercial establishments; nor has this demand for the senior pupils been confined to the boys' school. Thirty-one girls left the school during the year to

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enter upon various callings, and this number will probably increase when the success of those who have been educated in it becomes generally known. Notwithstanding this heavy drain on the senior classes, the proficiency of the pupils has not fallen away. Indeed I have the strongest assurance for stating that the gross per-centage of marks gained by the pupils of the several divisions at the examination held by me and Mr. Brown in December last was, to say the least, quite as high as on any former occasion.

The annual public examination of pupils and distribution of premiums took place on Friday the 23rd December, in presence of several of the parents, relatives, and friends of the pupils, and a large number of ladies and gentlemen who take a deep interest in the welfare of this institution. This examination was conducted by the principal teachers and three of their assistants, and the proficiency of the different classes was, as on previous occasions, very satisfactory. An opinion at one time prevailed that the children examined in this way were specially prepared by their teachers to solve the questions proposed to them in public. To show that such was not the case some gentlemen were asked to select sums from the advanced rules of arithmetic and various other questions, in order to test the *reality* of the education imparted to the pupils under examination. Their quick and accurate answers to all these questions proved that anything like cramming or superficial teaching could not, with any show of reason, be brought home to the principals or assistants in charge of the Largan Model School. I may here add that the same experiment was tried in five other model schools under my superintendence, and in each case with very happy results.

The annexed summary exhibits in the shape of per-centages the answering of the pupils in the boys' and girls' schools.

	Classes in Boys' School.					Classes in Girls' School.				
	5th.	4th.	3rd.	2nd.	Total.	5th.	4th.	3rd.	2nd.	Total.
Number of pupils whose answering amounted to 90 per cent. & above,	-	-	-	3	3	-	4	-	-	4
" " 80 and under 90, .	1	3	5	10	19	-	7	-	2	9
" " 70 " 80, .	1	12	7	11	31	-	14	5	7	26
" " 60 " 70, .	-	4	12	21	37	-	7	10	10	27
" " 50 " 60, .	-	3	16	20	39	-	-	10	8	18
" " under 50, .	-	-	3	14	17	-	-	3	5	8
Total, . . . . .	2	22	37	79	140	-	32	38	35	105

From this it appears 64 per cent. of the boys and nearly 71 per cent. of the girls answered 60 per cent., or above, of the total number of questions proposed to them. Bearing in mind the searching character of the preliminary examination, and the variety of subjects which it embraced, it must be owned that these returns bear very strong testimony to the ability and untiring exertions of the teachers in the discharge of their arduous and responsible duties. I wish to call special attention to the interesting examination of the little children in the infants' school, by their excellent teacher, Mrs. Gray. The intelligence, docility, and the amount of useful information suitable to their years, displayed by those little ones, won hearty encomiums from all who witnessed this interesting portion of the day's proceedings.

The girls' school is also in a highly efficient condition. Nothing could exceed the accuracy of the answering of each class, while the numerous specimens of plain and fancy needlework, tastefully exhibited in the

girls' school-room, gave evidence that this most useful branch had received all the attention which its importance demands. Miss Collins, the principal teacher in this department, has, with her assistants, Mrs. Porter and Miss Greer, been very successful in combining the practical with the theoretical in the course of instruction given in all the branches of primary education required by females.

*Appendix B.*  
Reports  
upon  
District  
and Minor  
Model  
Schools.

I am, gentlemen, your most obedient servant,

*Lurgan,*

J. G. FLEMING, Head Inspector.

The Secretaries, &c., &c.

No. 13.—ANNUAL REPORT upon the MONAGHAN MODEL SCHOOL, *Monaghan.*  
for the year 1870, by J. G. FLEMING, Esq., Head Inspector.

January, 1871.

GENTLEMEN,—I beg to submit, for the information of the Commissioners, the following report on the Monaghan Model School for the year 1870.

The defect in the building to which Mr. Hunter, now Chief of Inspection, referred in his report on the opening of the school in 1861, still remains, viz., "that with regard to the girls' school-room, the light is not so good as in the others; it will be a matter for the consideration of the Board of Works, to apply a suitable remedy." But that remedy has never been applied and the room still retains its gloomy appearance. A class room was erected for the girls since the opening of the schools in 1861, but it is uncomfortable and cheerless. The rooms for the boys and infants are in all respects suitable, and the entire fabric has been maintained in good repair by the Board of Works.

Comparatively few changes took place in the teaching staff during the year. Mr. Mayne, assistant in the male department, accepted a more lucrative appointment in the Monaghan Diocesan School; he has been succeeded by Mr. Hamilton, formerly of Kilkenny. One of the mistresses went to the Training Institution in Marlborough-street; a second died of consumption, and a third resigned as her services were required at home. As regards the monitors, one of them got a clerkship in the Post Office, one was appointed to the charge of a National school, and one resigned. Miss Stewart, principal of the female department, became seriously unwell in autumn; she was obliged to ask for three months' leave of absence, and this request was granted by the Commissioners on condition that she would pay £1 per week to her substitute. This arrangement was, however, somewhat modified in consideration of Miss Stewart's merits as a teacher. Her substitute, Miss Smyth, from the Central Model School, discharged the duties which devolved upon her in a very satisfactory manner. She was appointed to the Carmichael School, Cork, when her connexion with the Monaghan Model School terminated.

The following tables supply the statistics usually given in connexion with model schools:—

TABLE I.

		Boys.	Girls.	Infants.	Total.
1870	Average number on rolls, . . .	88	81	62	231
	"    in attendance, . . .	63	62	48	173
1869	"    on rolls, . . .	81	90	61	232
	"    in attendance, . . .	60	70	45	175

## Appendix B.

Reports  
upon  
District  
and Minor  
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Schools.

Monaghan.

From this it appears that the number under instruction has been nearly stationary during the past two years. I do not anticipate any considerable increase or diminution in the attendance during the current year.

TABLE II.

	Boys.			Girls.			Infants.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Amount of fees received, 1870, .	51	10	7	39	7	8	21	2	0	112	0	5
Do, 1869, .	45	13	7	46	4	3	18	13	10	113	11	8

The amount of fees received corresponds pretty closely with the stationary character of the attendance.

There has not been any notable change in the relative proportions of the different persuasions attending the school during the past two years. Protestant clergymen of the Episcopalian, Presbyterian, and Wesleyan denominations attend regularly on Mondays to give religious instruction. This arrangement was also in operation when the schools were visited by the Royal Commissioners, Messrs. Cowie and Stokes; but in their published report, Vol. I., page 740, it is stated "At Monaghan Minor Model School the only clergymen who attend for the purpose of giving religious instruction are the Presbyterian."

Full details as to the proficiency of the pupils are given in the annexed summary, which exhibits at a glance the general character of their answering. Tables VII., VIII. specify the details on which the award of premiums was made at the public examination.

## No. of Pupils examined is—

	Boys.	Girls.	Total.
Reading Lessons, . . . . .	82	80	162
Grammar, . . . . .	63	66	129
Geography, . . . . .	77	73	150
Arithmetic, . . . . .	77	73	150
Writing on paper, . . . . .	77	73	150
Writing from dictation, . . . . .	49	49	98
Needlework, . . . . .	—	62	—

## Of the Pupils examined there were—

	Boys.	Girls.	Total.
Able to read I. Book correctly, . . . . .	14	8	22
" II. Book correctly, . . . . .	17	21	38
" III. or higher Books with ease and intelligence, . . . . .	46	58	104
Acquainted with the parts of speech only, . . . . .	19	25	44
Able to parse syntactically, . . . . .	27	16	43
Acquainted with the outlines and general features of the Map of the World only, . . . . .	28	43	71
Acquainted with Maps of Europe and Ireland, . . . . .	21	11	32
Able to set down accurately a sum of seven places of figures, . . . . .	52	43	95
" work correctly a sum in Subtraction, . . . . .	56	55	111
" " Division of Money, . . . . .	44	36	80
" " Proportion or Practice, . . . . .	23	19	42
" write on paper fairly, . . . . .	84	24	108
" " a good hand with ease and freedom, . . . . .	22	28	50
" " a sentence with tolerable accuracy, . . . . .	14	16	30
" " with ease and correctness, . . . . .	25	27	52
" sew neatly, . . . . .	—	46	—
" knit a stocking, . . . . .	—	38	—
Proficient in cutting out, . . . . .	—	9	—

The number able to read Third or higher books with ease and intelligence was almost identical with the number examined who were over eleven years of age—while for all the schools in the Monaghan district it was one-third less. The superiority of the model school over the ordinary schools is no less marked in the remaining subjects specified in the official programme. It sometimes happens that the comparison between proficiency and age is not quite so favourable. This is owing to the fact that in many cases grown-up boys and girls, in order to prepare for

business, come from rural districts and stop in Monaghan for six and even twelve months in order to attend the model school. Of course due allowance should be made for the shortcomings of pupils of this stamp.

The following table exhibits the number examined in each class and the proportion of premiums obtained in the boys' and girls' departments:—

TABLE VII.

Appendix B.  
Reports upon District and Minor Model Schools.  
Monaghan.

		Class 2.	Class 3.	Class 4.	Class 5.	Total.
Boys,	{ No. Examined, .	18	25	13	10	70
	{ No. Premiums, .	6	8	7	8	29
Girls,	{ No. Examined, .	28	25	9	16	79
	{ No. Premiums, .	10	6	7	10	33

The premiums were awarded on individual answering, for the most part in writing, on a programme drawn up by the teachers for each class. It differs slightly from that in ordinary schools, for it represents more minutely the subjects of instruction during the six months preceding the examination. The figures and percentages in the accompanying analysis set forth very accurately the measure of success which attended the teachers' exertions:—

	Boys.	Girls.
Number who answered 80 per cent. and above, . . .	3	4
" " 70 " and under 80, . . .	18	10
" " 60 " " 70, . . .	13	26
" " 50 " " 60, . . .	11	22
" " less than 50 per cent., . . .	25	19
Total, . . . . .	70	81

*Extra Branches.*—The classes in connexion with the Department of Science and Art were taught by Mr. Lincham, principal of the male school. They were examined in May last with the following results:—

Subject.	No. examined.	No. of successes.		No. of failures.
		Class 1.	Class 2.	
Chemistry, . . . . .	22	11	9	2
Electricity, . . . . .	11	9	2	—
Physical Geography, . . . . .	20	6	14	—
Acoustics, Light, and Heat, . . . . .	16	8	8	—

These returns bear very strong testimony to Mr. Lincham's skill and industry, and I am happy to add they brought a substantial addition to his income. Drawing has been taught in the boys' and girls' schools during the past year. Some of the boys can copy outlines from the flat, and in addition to this the most advanced pupils in the girls' class can shade nicely with crayon. In neither school are the rudiments of perspective understood. Singing is taught in the girls' and infants' departments; and, in both, the children sing sweetly and correctly; but sufficient attention has not been given to the theory of music—of course very young children are not supposed to know anything of so difficult a subject, so that the foregoing remark has reference only to the highest classes in the girls' school.

The annual public examination of the pupils was held on the 23rd June, and was largely attended by their parents and relatives. Numerous friends of the institution were also present to witness the proceedings, which passed off in a very satisfactory manner.

I remain, gentlemen, your most obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries, &c., &c.

Appendix B.  
Reports upon  
District and Minor  
Model Schools.  
Cork.

No. 14.—ANNUAL REPORT upon the CORK DISTRICT MODEL SCHOOL, for the year 1870, by TIMOTHY SHEAHAN, Esq., A.M., T.C.D., Head Inspector.

April 26th, 1871.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report upon the Cork Model School for the year 1870.

*House and Grounds.*—The house was thoroughly repaired in 1869; it is now in a satisfactory state, and calls for no special observations.

*Attendance.*—The attendance for this year shows a falling off from that of the previous year. The total average attendance for this year was 379; that for the previous year was 416. This falling off is to be attributed to the opposition on part of the Roman Catholic clergy, which, so far from relaxing, appears to be more actively carried on every succeeding year.

The children on the rolls were classed as follows at close of year 1870:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
<b>Lesson Books:</b>				<b>Arithmetic—continued:</b>			
Book I., . . . .	9	8	74	Proportion, . . . .	35	45	-
" II., . . . .	65	82	79	Practice, Interest, &c., . .	62	11	-
" III., . . . .	47	56	-	Mental, . . . .	201	112	-
" IV., . . . .	54	45	-	<b>Writing:</b>			
" V., . . . .	26	11	-	On Slates only, . . . .	10	8	53
Totals, . . . .	201	202	153	" Paper, . . . .	191	194	100
<b>Grammar:</b>				From Dictation, . . . .	191	112	12
Parts of Speech only, . .	121	146	79	<b>Branches for Females:</b>			
Parsing and Syntax, . .	80	56	-	Sewing, . . . .	-	202	-
Derivations, . . . .	80	56	-	Knitting, . . . .	-	20	-
Composition, . . . .	80	56	-	Embroidery, . . . .	-	12	-
<b>Geography:</b>				<b>Extra Branches:</b>			
Lessons on Maps only, . .	36	8	153	British Poets, . . . .	-	56	-
From Text-books:				Mensuration, . . . .	52	-	-
Local, . . . .	85	138	-	Geometry, . . . .	52	-	-
Mathematical and				Algebra, . . . .	16	-	-
Physical, . . . .	80	56	-	Book-keeping, . . . .	52	56	-
<b>Arithmetic:</b>				Music, . . . .	201	202	-
Tables only, . . . .	-	-	74	Drawing, . . . .	201	140	-
Simple Rules, . . . .	79	90	79	Physical and Applied			
Compound Rules, . . . .	25	56	-	Science, . . . .	52	-	-

Religious denominations of the pupils on rolls at the end of year 1870:—

	Boys.	Girls.	Infants.	Total.
Established Church, . . . .	135	130	92	357
Roman Catholics, . . . .	30	20	21	79
Presbyterians, . . . .	13	13	6	32
Others, . . . .	23	31	34	88
Total, . . . .	201	202	153	556

Classification of pupils on rolls at end of year 1870, according to rates of payment:—

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter, . . . .	123	120	85	328
" 2s. 6d. " . . . .	65	51	40	156
" 1s. " . . . .	14	23	18	54
Total, . . . .	201	202	153	556

Total number of distinct pupils on rolls during year :—

Boys.	Girls.	Infants.	Total.
318	298	238	854

Appendix B.

The following table gives the average numbers on rolls, and in daily attendance, with the amount of school-fees received during the year 1870 :—

	Boys.	Girls.	Infants.	Total.	
Average number on rolls,	190	189.5	156.2	535.7	
Average daily attendance,	133.5	154	111.5	399	
Per-centage,	67	67.1	71.3	68.3	
School-fees,	£ 137 14 2	£ 137 3 10	£ 105 5 7	£ 380 3 5	

Reports upon District and Minor Model Schools.  
Cork.

Promotions from class to class during year 1870 :—

	Boys.	Girls.	Infants.	Total.
From 1st to 2nd class,	3	3	49	55
" 2nd to 3rd class,	31	29	-	60
" 3rd to 4th class,	30	21	-	51
" 4th to 5th class,	21	11	-	32
Total,	85	55	49	189

The following table gives the names of the principal teachers, assistant-teachers, pupil-teachers, and paid monitors in this establishment at end of year, with their religious denominations and dates of appointment :—

Name.	Position.	Age.	Religion.	Date of Appointment.
<b>Boys' School.</b>				
Michael M'Entee,	Principal,	38	Roman Catholic,	1/69
George Latchford,	Assistant,	31	Established Church,	9/65
Alex. Gibson,	do.	20	do.	3/66
Robert Dwyer,	do.	38	Roman Catholic,	11/68
Denis M'Gannan,	Pupil-teacher,	18	do.	17/8/68
James O'Sullivan,	do.	10	do.	19/5/69
John O'Connor,	do.	17	do.	24/1/70
James Hetherington,	do.	17	Established Church,	8/2/70
John Mulqueen,	do.	17	Roman Catholic,	21/2/70
Denis Finnegan,	do.	18	do.	1/6/70
Nicholas Walsh,	do.	16½	do.	1/9/70
<b>GIRLS' SCHOOL.</b>				
Mary J. Finnegan,	Principal,	20	Roman Catholic,	9/65
Eleanor Latchford,	Assistant,	25	Presbyterian,	9/65
Eliza Cowan,	do.	24	Established Church,	5/68
Mary F. Clarke,	do.	28	Roman Catholic,	6/69
Eliza Conway,	Pupil-teacher,	21	do.	10/65
Julia Joyce,	do.	20	do.	10/65
Christina Gibbons,	Monitress,	18	Established Church,	10/65
Margaret Sullivan,	do.	17	Roman Catholic,	10/65
Margaret Crofta,	do.	19	Established Church,	3/68
Catherine Moore,	do.	19	do.	6/68
Mary Barrett,	Pupil-teacher,	20	Roman Catholic,	8/69
Annie Tobin,	Monitress,	17	Established Church,	10/69
Annie Delmage,	do.	18	Wesleyan,	1/70
Mary J. Waugh,	do.	17	do.	5/70
Grizaldo Leri,	Pupil-teacher,	20	Roman Catholic,	2/69
<b>INFANTS' SCHOOL.</b>				
Mary M. Clarke,	Principal,	27	Established Church,	11/9/65
Bedelia Finnegan,	Assistant,	25	Roman Catholic,	11/9/65
Harriette Hunter,	do.	22	Wesleyan,	1/6/70
Gertrude Bradish,	Pupil-teacher,	20	Established Church,	1/1/67
Caroline Russell,	Monitress,	20	do.	1/1/67
Emma Russell,	do.	18	do.	1/10/67
Kate Haly,	do.	18	Roman Catholic,	1/10/67
Kate Hervey,	do.	16	do.	1/1/70
Maria Ryan,	do.	17	do.	1/2/70
Lizzie Young,	do.	17	Wesleyan,	1/12/70

Appendix.

Reports  
upon  
District  
and Model  
Schools

Cork.

*Annual Examination.*—The annual examination was held early in December. I was happy to find the answering on this occasion exhibit in the different departments an improvement beyond what we had to report after the examination in 1869. I append a joint report of the examination by the District Inspector and myself, giving the proficiency of the different classes in the several subjects.

I have the honour to be, gentlemen, your obedient servant,

TIMOTHY SHEAHAN, Head Inspector.

The Secretaries, &c., &c.

JOINT REPORT of T. SHEAHAN, Esq., Head Inspector, and J. GILLIC, Esq., District Inspector, upon the examination of the CORK DISTRICT MODEL SCHOOL for the year 1870.

31st January, 1871.

GENTLEMEN,—We beg to submit the following joint report of the progress and proficiency of the classes in the three departments of this school, as ascertained by the examination held previous to the Christmas vacation :—

INFANT SCHOOL.

*First Class.*—Programme of examination—Reading ; spelling ; map of world ; addition table ; writing on paper—Foster's No. 1. Progress in all branches quite satisfactory.

*Second Class.*—Programme—Reading, Second Book ; spelling and explanation of words ; grammar—all the parts of speech ; geography—outlines of maps of world, Europe, and Ireland ; arithmetic—addition and subtraction ; writing on paper—Foster's No. 4 ; recitation of poetry.

The results of the examination were—Reading and recitation, excellent ; grammar, spelling, geography, and arithmetic, good ; writing, good, with the exception of one draft.

GIRLS' SCHOOL.

*First Class.*—Programme—Reading, First Book ; spelling ; addition of three places of figures ; map of world. Proficiency in all branches satisfactory.

*Second Class.*—Programme—Reading, Second Book ; spelling—first class of verbal distinctions ; grammar—all the parts of speech ; geography—maps of world and Ireland ; writing—Foster's No. 4 ; arithmetic—simple rules. Proficiency satisfactory in every branch.

*Third Class.*—Programme—Reading, Third Book ; second class of verbal distinctions ; etymological parsing ; maps of Europe and Ireland, writing from dictation from Third Book ; Foster's No. 5.

Results of examination—Reading, spelling, writing from dictation, and grammar, good ; geography, arithmetic, and writing, fair.

*Fourth Class.*—Programme—Reading, Fourth Book and Girls' Reading Book ; prefixes and affixes, and Latin roots ; syntactical parsing, local geography from text book ; writing from dictation from Fourth Book ; proportion and practice ; Foster's No. 6.

Results of examination—Reading, writing, geography, and writing from dictation, good ; arithmetic and grammar, very fair.

*Fifth Class.*—Programme—Reading, Fifth Book and Girls' Reading Book ; parsing of poetry ; mathematical geography—first three chapters ;



interest and fractions; Foster's No. 7; writing from dictation from Fifth Book.

Results of examination—Reading, writing, geography, and writing from dictation, good; arithmetic and grammar, very fair.

Proficiency of all classes in needlework satisfactory.

*Appendix E*  
Report on Dis-  
trict and  
Minor  
Model  
Schools.  
Cork.

#### BOYS' SCHOOL.

*First Class.*—Programme—Reading, First Book; spelling; addition of three places of figures; map of world. Proficiency satisfactory in every branch.

*Second Class.*—Programme—Reading, Second Book; first class of verbal distinctions; all the parts of speech; maps of world and Ireland; compound rules; writing from dictation from Second Book; Nos. 4 & 5 of Foster's series. Proficiency satisfactory in all branches.

*Third Class.*—Programme—Reading, Third Book; five classes of verbal distinctions; etymological parsing; map of Europe; proportion and practice; writing from dictation from Third Book; Foster's No. 6.

Results of examination—Reading, writing, parsing, writing from dictation, arithmetic, and geography, good; answering on verbal distinctions, tolerable.

*Fourth Class.*—Programme—Reading, Fourth Book; rules for spelling; prefixes and affixes, and Latin roots; syntactical parsing; local geography from text book; practice and discount, vulgar and decimal fractions; writing from dictation from Fourth Book; Foster's No. 7; definitions of Euclid.

Results of examination—Reading, writing, and writing from dictation, good; geography, and Spelling Book Superseded, tolerable; grammar, fair; arithmetic, good.

*Fifth Class.*—Programme—Reading, Fifth Book; Greek roots, Sullivan's grammar; whole course of arithmetic; first nine chapters of mathematical geography; mensuration of superficies and artificers' work; three books of Euclid; five sets of book-keeping.

Results of examination—Reading, writing, and writing from dictation, good; geography, tolerable; arithmetic, very fair; grammar poor; geometry, tolerable.

We have the honour to remain, gentlemen, your obedient servants,

TIMOTHY SHEAHAN, Head Inspector.

J. GILLIC, District Inspector.

The Secretaries, &c., &c.

NO. 15.—ANNUAL REPORT upon the CLONMEL DISTRICT MODEL SCHOOL, for the year 1870, by TIMOTHY SHEAHAN, Esq., A.M., T.C.D., Head Inspector. *Clonmel.*

April 26th, 1871.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report upon the Clonmel Model School for the year 1870.

*House and Grounds.*—The house is in a satisfactory state of repair, and the grounds are fairly attended to.

*Attendance.*—The attendance still continues very low; the aggregate average attendance for the year was only 125. In the previous year it was 119.

## Appendix B.

Reports  
upon  
District  
and Minor  
Model  
Schools.

Classical.

The following table gives the literary classification of the pupils on the rolls at the end of the year:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
<b>Lesson Books:</b>				<b>Arithmetic—continued:</b>			
Book I., . . . .	9	—	27	Proportion, . . . .	11	9	—
" II., . . . .	13	14	7	Practice, Interest, &c., . .	21	18	—
" III., . . . .	27	19	—	Mental, . . . .	63	51	34
" IV., . . . .	15	13	—	<b>Writing:</b>			
" V., . . . .	6	6	—	On Slates only, . . . .	—	—	20
<b>Totals, . . . .</b>	<b>63</b>	<b>51</b>	<b>34</b>	" Paper, . . . .	63	51	14
<b>Grammar:</b>				From Dictation, . . . .	61	51	7
Parts of Speech only, . . . .	40	25	16	<b>Branches for Females:</b>			
Parsing and Syntax, . . . .	21	26	—	Sewing, . . . .	—	29	—
Derivations, . . . .	82	26	—	Knitting, . . . .	—	15	—
Composition, . . . .	32	37	—	Netting, . . . .	—	5	—
<b>Geography:</b>				Embroidery, . . . .	—	2	—
Lessons on Maps only, . . . .	15	—	34	<b>Extra Branches:</b>			
From Text-Books:				British Poets, . . . .	21	18	—
Local, . . . .	48	51	—	Mensuration, . . . .	21	—	—
Mathematical and Physical, . . . .	21	18	—	Geometry, . . . .	21	—	—
<b>Arithmetic:</b>				Algebra, . . . .	15	—	—
Tables only, . . . .	9	—	20	Book-keeping, . . . .	21	—	—
Simple Rules, . . . .	13	9	14	Music, . . . .	63	51	34
Compound Rules, . . . .	16	13	—	Drawing, . . . .	63	51	—
				Physical and Applied Science, . . . .	21	—	—
				Modern Languages, . . . .	1	—	—

The following table gives the classification of the pupils on the rolls at the end of the years 1869 and 1870, according to the religious denominations:—

	1869.				1870.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Established Church, . . . .	32	26	16	74	34	20	15	59
Roman Catholics, . . . .	36	12	7	55	34	17	14	65
Presbyterians, . . . .	6	9	8	23	4	10	3	17
Others, . . . .	1	8	3	7	1	4	2	7
<b>Total, . . . .</b>	<b>75</b>	<b>50</b>	<b>34</b>	<b>159</b>	<b>63</b>	<b>51</b>	<b>34</b>	<b>148</b>

Rates of payment; number remaining on rolls in December, 1870:—

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter, . . . .	16	23	3	42
At 2s. 6d. per quarter, . . . .	21	19	17	57
At 1s. or 1s. 6d. per quarter, . . . .	26	9	14	49
<b>Total on the Rolls, . . . .</b>	<b>63</b>	<b>51</b>	<b>34</b>	<b>148</b>

The following table gives the number of distinct pupils on the rolls during the year, classed according to the religious denominations:—

	Boys.	Girls.	Infants.	Total.
Established Church, . . . .	48	33	30	110
Roman Catholics, . . . .	99	36	22	157
Presbyterians, . . . .	7	22	10	39
Others, . . . .	3	7	4	14
<b>Totals, . . . .</b>	<b>157</b>	<b>97</b>	<b>66</b>	<b>320</b>

	Boys.	Girls.	Infants.	Total.
Average on rolls, . . . .	81.3	55.	37.2	173.
Average in daily attendance, . . . .	57.	42.	26.7	125.
Fees received, . . . .	£34 3s. 11d.	£35 19s. 6d.	£14 14s. 11d.	£84 18s. 4d.
Requisites sold, . . . .	£12 11s. 4d.	£10 19s. 0½d.	£1 4s. 0½d.	£23 14s. 5d.

The promotions from class to class within the year were as follows:— *Appendix B.*

	Boys.	Girls.	Infants.	Total.	Reports upon District and Minor Model Schools.
From 1st to 2nd class, . . . . .	29	5	7	41	
From 2nd to 3rd class, . . . . .	27	19	15	61	
From 3rd to 4th class, . . . . .	19	16	—	35	
From 4th to 5th class, . . . . .	6	11	—	17	
Total, . . . . .	72	51	22	145	<i>Chancel.</i>

This table shows the return of pupil-teachers and paid monitors who left during the year:—

Pupil Teachers.	Age.	Date of Entrance.	Left.	Destination.
John O'Rourke, R.C.,	17½	2/2/69	10/3/70	Clerk in Ledlie's drapery establishment, Waterford.
Nicholas Vesle, R.C.,	19	2/11/69	4/4/70	Teacher in Race Course National School, Cashel; since assistant in Clogheen National School, under his father (Principal). Went to school to Bristol as pupil. Ill health. Training in Dublin.
<b>Paid Monitors.</b>				
Annie Prosser, . . . . .	16	1/8/68	17/3/70	
Helen Haines, . . . . .	18½	1/4/70	27/5/70	
Annabella Barnes, . . . . .	17	1/1/67	31/12/70	

The only change that took place in the course of the year amongst the principal and assistant-teachers was that of J. Stevenson, assistant in the male school, whose foolish conduct led to his removal. He has been succeeded by Mr. Savage, who had for several years filled a similar situation in the Dunmanway Model School, where he had given much satisfaction.

Two pupil-teachers left during the year—one for a clerkship in Waterford, the other to become an assistant in a National school.

Three monitors left—one to go to school at Bristol, the second through illness, and the third to join the training class in Dublin.

The following table gives the names of the principal and assistant-teachers, pupil-teachers, and paid monitors at the end of the year, with their religious denominations and dates of appointment:—

Names of Teachers, Assistants, Pupil Teachers, and Paid Monitors.	Position in the School.	Age.	Religion.	Date of Appointment in this School.
<b>BOYS' SCHOOL.</b>				
Terence Smyth, . . . . .	Principal, . . . . .	57	Roman Catholic, . . . . .	7/49
Richard Savage, . . . . .	Assistant, . . . . .	24½	Established Church, . . . . .	8/70
Edward Byrne, . . . . .	Pupil Teacher, . . . . .	19	Roman Catholic, . . . . .	17/1/69
George Coulter, . . . . .	do. . . . .	18½	Established Church, . . . . .	1/2/69
Michael Murphy, . . . . .	do. . . . .	17	Roman Catholic, . . . . .	1/4/70
William Riedman, . . . . .	do. . . . .	17	do. . . . .	30/6/70
<b>GIRLS' SCHOOL.</b>				
Jessie Prendergast, . . . . .	Principal, . . . . .	28½	Roman Catholic, . . . . .	17/6/64
Jane E. Orr, . . . . .	Assistant, . . . . .	28½	Presbyterian, . . . . .	20/3/61
Annabella Barnes, . . . . .	Monstress, . . . . .	21	Established Church, . . . . .	1/1/67
Mary Smyth, . . . . .	do. . . . .	16½	Roman Catholic, . . . . .	1/8/67
Mary Ryan, . . . . .	do. . . . .	18	do. . . . .	23/6/69
Letitia Hinchin, . . . . .	do. . . . .	20	Established Church, . . . . .	1/9/69
<b>INFANTS' SCHOOL.</b>				
Ellen Waters, . . . . .	Principal, . . . . .	26½	Established Church, . . . . .	1/7/66
Margaret O'Leahlin, . . . . .	Monstress, . . . . .	17½	Roman Catholic, . . . . .	19/7/69
Sidney Coulter, . . . . .	do. . . . .	17	Established Church, . . . . .	6/9/66

*Annual Examination.*—The annual examination was held in December, by the District Inspector and myself. I regret to say that the answering of the classes in the male school was of a very low character. This will appear from our joint report of the examination, which has been

## Appendix B.

Reports upon District and Minor Model Schools.

already sent to the office. This report will also show that we were pleased with the progress and efficiency of the pupils in the girls' and the infant school.

I have the honour to be, gentlemen, your obedient servant.

TIMOTHY SHRAHAN, Head Inspector.

Gleaner.

The Secretaries, &c., &c.

Dunmanway.

No. 16.—ANNUAL REPORT upon the DUNMANWAY DISTRICT MODEL SCHOOL, for the year 1870, by TIMOTHY SHRAHAN, Esq., A.M., T.C.D., Head Inspector.

April 26th, 1871.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report upon the Dunmanway District Model School for the year 1870.

*House and Grounds.*—The grounds, which are committed to the care of the agriculturist, are very neatly kept; but the school-yards are in an unfinished state. They are covered with coarse shingle instead of fine gravel, and cannot be used as play-grounds without exposing the young children to serious injuries.

The privies attached to the male school are in a shocking state. They are quite insufficient; in fact, they could only accommodate the pupil-teachers and the boys coming in from the infant school. Privies should be built for the boys' school away from those already built, and at the end of the play-ground, with a fall into the adjoining field. I would also suggest that two water-closets should be erected in the teachers' residences, such as are in the other model schools through the country.

*Attendance.*—The following table gives the literary classification of the pupils on the rolls in each of the three departments at the end of the year:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
<b>Lesson Books:</b>							
Book I., . . . .	13	4	77	Arithmetic—continued:			
" II., . . . .	75	36	28	Proportion, . . . .	16	26	—
" III., . . . .	36	39	—	Practice, Interest, &c.,	29	48	—
" IV., . . . .	29	26	—	Mental, . . . .	29	48	—
" V., . . . .	—	21	—	<b>Writing:</b>			
Totals, . . . .	153	128	105	On Slates only, . . . .	—	—	67
<b>Grammar:</b>				" Paper, . . . .	153	128	36
Parts of Speech only, . .	95	36	28	From Dictation, . . . .	39	124	28
Parsing and Syntax, . .	45	40	—	<b>Branches for Females:</b>			
Derivations, . . . .	29	48	—	Sewing, . . . .	—	128	—
Composition, . . . .	29	48	—	Knitting, . . . .	—	128	—
<b>Geography:</b>				Embroidery, . . . .	—	4	—
Lessons on Maps only, . .	54	40	105	Cutting-out, . . . .	—	21	—
From Text-books:				<b>Extra Branches:</b>			
Local, . . . .	70	39	—	British Poets, . . . .	29	21	—
Mathematical and Physical, . .	29	48	—	Mensuration, . . . .	29	—	—
<b>Arithmetic:</b>				Geometry, . . . .	29	—	—
Tables only, . . . .	—	—	77	Algebra, . . . .	29	—	—
Simple Rules, . . . .	54	40	28	Book-keeping, . . . .	29	—	—
Compound Rules, . . . .	54	14	—	Agriculture, . . . .	65	—	—
				Music, . . . .	153	—	—
				Physical and Applied Science, . . . .	29	—	—

The following table gives the classification of the pupils on the rolls at the end of the year according to religious denominations :—

	Boys.	Girls.	Infants.	Total.	Reports upon District and Minor Model Schools.
Established Church, . . . .	7	9	8	19	
Roman Catholics, . . . .	143	119	103	364	
Others, . . . .	3	—	—	3	
Totals, . . . .	153	128	105	386	Duration.

Classification of number on rolls at the end of year according to rates of payment :—

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter, . . . .	5	3	—	8
At 2s. 6d. per quarter, . . . .	32	30	8	70
At 1s. or 1s. 1d. „ . . . .	116	85	97	306
Total on the rolls, . . . .	153	128	105	386

In the boys' school the total number of distinct pupils on the rolls during the year was 227, in the girls' 218, and in the infants' 184.

The following table gives the average number on rolls and in daily attendance; also the amounts of school-fees received in each department for this year :—

	Boys.	Girls.	Infants.	Total.
Average number on rolls, . . . .	143·3	124·3	117·6	385·2
Average daily attendance, . . . .	101	89	89·6	279·6
Per-centage, . . . .	70·5	71·2	75·3	72
School-fees received, . . . .	£39 3s. 1d.	£36 0s. 11d.	£24 18s. 0d.	£100 2s. 0d.

The promotions from a lower to a higher class during the year were as follows :—

	Boys.	Girls.	Infants.	Total.
From 1st to 2nd class, . . . .	10	3	31	44
From 2nd to 3rd class, . . . .	16	21	—	37
From 3rd to 4th class, . . . .	14	10	—	24
From 4th to 5th class, . . . .	—	13	—	13
Totals, . . . .	40	55	31	126

*Change of Teachers.*—Mr. Mansfield, the late Head Master, died in July. He had charge of the school since October, 1856. During all this time he had secured for it a very high character, and continued to supply the service with well-prepared teachers. From his death up to the 1st November, Mr. Robert Dwyer, assistant in the Cork Model School, had charge of the schools, which he worked with great zeal and ability.

Mr. Reynolds, the present Head Master, was appointed in November. He had previously established for himself a high character as a scholar and an educationist, and from his success during the few months he has been in office, there can be little doubt of his realizing the high hopes entertained of him by his friends.

Mr. Savage, late assistant, was removed in July to a similar situation in the Clonmel Model School, where, I am happy to say, he is equally active and successful as he had been during the five years he had served here. His successor, Mr. Francis Fitzpatrick, is giving every satisfaction.

Two pupil-teachers left in the course of the year—one for the Central Training Establishment; the other was appointed assistant in a National school.

Two mistresses left—one for the Training School; the other got charge of a National school in the district.

## Appendix B.

Reports upon District and Minor Model Schools.

Dunsmuir.

The following table gives the names and dates of appointment of the principal and assistant teachers, pupil-teachers, and paid monitors in the establishment at the end of the year :—

Names of Teachers, Assistants, Pupil Teachers, and Paid Monitors.*	Position in the School.	Age.	Religion.	Date of Appointment to the School.
<b>Boys' School.</b>				
Edward Reynolds, . . .	Principal, . . .	36	Roman Catholic,	Nov. 1, 1870
Francis Kirkpatrick, . .	Assistant, . . .	23½	Established Church, .	Oct. 18, 1870
John Buckley, . . .	Pupil-teacher, . .	18½	Roman Catholic, . .	Oct., 1868
Michael Russell, . . .	do. . . . .	17½	do. . . . .	Mar., 1869
John Cronin, . . .	do. . . . .	18½	do. . . . .	April, 1869
David Coleman, . . .	do. . . . .	19½	do. . . . .	April, 1869
Eugene O'Sullivan, . . .	do. . . . .	17	do. . . . .	Mar., 1870
John Fitzgerald, . . .	Paid Monitor, . .	17	do. . . . .	Oct., 1868
John Lyons, . . .	do. . . . .	14	do. . . . .	Nov., 1870
<b>Girls' School.</b>				
Mary Anne Crowley, . .	Principal, . . .	30	Roman Catholic, . .	1862
Maria Morrison, . . .	Assistant, . . .	29	do. . . . .	1863
June Thorn, . . .	do. . . . .	25	Established Church, .	1866
Johnann Murray, . . .	Paid Mistress, . .	30	Roman Catholic, . .	Mar., 1866
Julia Donovan, . . .	do. . . . .	18	do. . . . .	Jan., 1868
Margaret Mahony, . . .	do. . . . .	20	do. . . . .	Jan., 1867
Nanette O'Dell, . . .	do. . . . .	16	do. . . . .	Oct., 1869
Helen Driscoll, . . .	do. . . . .	18	do. . . . .	June, 1869
Mary Lyons, . . .	do. . . . .	16	do. . . . .	April, 1870
<b>INFANTS' SCHOOL.</b>				
Kate McCabe, . . .	Assistant, . . .	24	Roman Catholic, . .	1860
Catherine McSweeney, . .	Paid Mistress, . .	19	do. . . . .	Sept., 1863
Catherine Crowley, . . .	do. . . . .	19	do. . . . .	Sept., 1868
Hannah Young, . . .	do. . . . .	17½	do. . . . .	Sept., 1868
Kate Connolly, . . .	do. . . . .	16	do. . . . .	Nov., 1870
Ellen Sullivan, . . .	do. . . . .	16½	do. . . . .	Nov., 1870
Annie McCarthy, . . .	do. . . . .	16	do. . . . .	Oct., 1869

*Annual Examination.*—This examination was held by Mr. Healy, District Inspector, and myself, in November. As on former occasions the answering of the different classes was carefully tabulated, and premiums were awarded to the most meritorious pupils. I feel much pleasure in stating that the proficiency of the different classes was very respectable, and highly creditable to the principle and assistant teachers.

The following tables give the per-centage return of the answering, and show the proficiency of the classes in the several branches :—

## BOYS' SCHOOL.

Proficiency of the several Classes and Character of Instruction imparted in the several Branches, as ascertained by Examination, and reference had to "*School Programme.*"

	Class I.	Class II.	Class III.	Class IV.	Class V.
Reading (including oral spelling and explanation, . . . . .)	Satisfactory.	56	64	62	76·5
Pennmanship, . . . . .	"	56	73	75·9	80·9
Arithmetic, . . . . .	"	81	54	47	55·4
Diction, . . . . .	"	58	68	77·5	85
Grammar, . . . . .	"	39	48	47	86
Geography, . . . . .	"	46	39	64	54
Extra branches, . . . . .	"	—	—	Satisfactory.	

\* At close of year 1870.

## GIRLS.

Applicable B.

Proficiency of the several Classes, and Character of Instruction imparted in the several Branches, as ascertained by Examination, and reference had to "School Programme."

	Class I.	Class II.	Class III.	Class IV.	Class V.
Reading (including oral spelling and explanation), . . . . .	Satisfactory.	59	73	67	66
Pennmanship, . . . . .	"	64	73	78	78-0
Arithmetic, . . . . .	"	89	41	57	60-5
Dictation, . . . . .	"	41	37	37	50
Grammar, . . . . .	"	59-5	47	38	47
Geography, . . . . .	"	18	44	32	67
Extra branches, . . . . .	"	"	"	Very satisfactory.	

Reports upon District and Minor Model Schools.  
Dunmoreway.

I have the honour to be, gentlemen, your obedient servant,

TIMOTHY SHEAHAN, Head Inspector.

The Secretaries, &c., &c.

No. 17.—ANNUAL REPORT upon the WATERFORD DISTRICT MODEL SCHOOL, for the year 1870, by TIMOTHY SHEAHAN, Esq., A.M., T.C.D., Head Inspector. Waterford.

April, 1871.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report upon the Waterford District Model School for the year 1870.

*House and Premises.*—The Board of Works has recently repaired several defects in the house and play-ground, but the walks still require gravelling.

*Attendance.*—The average attendance for this year differs very little from that for the previous year, the total attendance being 188; and that for 1869 being 199. This shows that the opposition from the Roman Catholic clergy continues active and successful; also that the schools retain the confidence of all who are free to take advantage of the instruction afforded by them.

The following table gives the literary classification of the pupils on the rolls at the end of the year:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
<b>Lesson Books:</b>				<b>Writing:</b>			
Book I., . . . . .	—	—	59	On Slates only, . . . . .	—	—	50
" II., . . . . .	32	24	31	" Paper, . . . . .	94	99	31
" III., . . . . .	35	35	—	From Dictation, . . . . .	94	99	31
" IV., . . . . .	16	15	—				
" V., . . . . .	11	16	—	<b>Branches for Females:</b>			
<b>Totals, . . . . .</b>	<b>94</b>	<b>99</b>	<b>31</b>	Sewing, . . . . .	—	90	—
<b>Grammar:</b>				Knitting, . . . . .	—	96	—
Parts of Speech only, . . . . .	32	24	01	Netting, . . . . .	—	3	—
Parsing and Syntax, . . . . .	62	66	—	Embroidery, . . . . .	—	18	—
Derivatives, . . . . .	27	46	—	Cutting-out, . . . . .	—	46	—
Composition, . . . . .	27	46	—	Crochet, . . . . .	—	23	—
<b>Geography:</b>				Tatting, . . . . .	—	5	—
Lessons on Maps only, . . . . .	32	24	31	<b>Extra Branches:</b>			
From Text-books:				British Poets, . . . . .	62	46	—
Local, . . . . .	35	35	—	Mosses, . . . . .	27	—	—
Mathematical and Physical, . . . . .	27	31	—	Geometry, . . . . .	27	—	—
<b>Arithmetic:</b>				Algebra, . . . . .	27	—	—
Tables only, . . . . .	—	—	50	Book-keeping, . . . . .	27	—	—
Simple Rules, . . . . .	18	24	31	Trigonometry, . . . . .	11	—	—
Compound do., . . . . .	14	20	—	Recessing, . . . . .	11	—	—
Proportion, . . . . .	35	15	—	Music, . . . . .	94	99	31
Practical Interest, &c., . . . . .	27	31	—	Drawing, . . . . .	94	99	—
Mental, . . . . .	94	99	31	Physical and Applied Science, . . . . .	27	—	—

## Appendix B.

Reports  
upon  
District  
and Minor  
Model  
Schools.

The following table gives the classification of the pupils on the rolls at the end of the years 1869 and 1870, according to the religious denominations:—

	1869.				1870.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Established Church, . . .	63	33	28	124	46	39	34	119
Roman Catholics, . . .	25	37	33	95	28	44	25	97
Presbyterians, . . .	6	5	7	18	5	5	10	20
Others, . . .	18	13	9	40	20	11	12	43
Totals, . . .	112	88	77	277	99	99	81	285

Rates of Payment of number remaining on the rolls 31st December, 1870:—

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter, . . .	54	28	13	95
" 2s. 6d., . . .	33	35	37	105
" 1s. or 1s. 1d., . . .	7	27	31	65
Total on the rolls, . . .	94	90	81	265

## IV.—Religious Denominations of Pupils on Rolls for year.

	Boys.	Girls.	Infants.	Total.
Established Church, . . .	80	51	47	178
Roman Catholics, . . .	42	85	58	185
Presbyterians, . . .	8	7	12	27
Others, . . .	24	13	13	50
Total, . . .	154	156	130	440

## V.

	Boys.	Girls.	Infants.	Total.
Average on rolls for year, . . .	93.1	89.3	69.8	251.4
Average attendance " . . .	76.2	89.1	82.9	198.2
Proportion of average attendance to 100 on rolls, . . .	76.9	71.9	74.7	74.9
School-fees received, . . .	£78 6s. 3d.	£42 10s. 7d.	£28 16s. 3d.	£148 13s. 6d.
Requisites sold, . . .	£15 19s. 4d.	£11 4s. 5d.	£2 7s. 3d.	£29 11s. 6d.

## VI.—Promotions from Class to Class.

	Boys.	Girls.	Infants.	Total.
From 1st to 2nd class, . . .	—	—	24	24
From 2nd to 3rd class, . . .	22	8	—	30
From 3rd to 4th class, . . .	13	8	—	21
From 4th to 5th class, . . .	6	6	—	12
Total, . . .	41	22	24	87

*Pupil-teachers and Monitors.*—In the course of the year three pupil-teachers left the school—two having resigned, and one on having completed his period of service.

Two mistresses were dismissed for irregular attendance. It was clear that they had sought the appointment without having any idea of remaining in the service.

The following table gives the names and dates of appointment of the principal and assistant teachers, pupil-teachers, and paid monitors in the establishment at the end of the year:—



VII.—TABLE.

Appendix B.

Names of Teachers, Assistants, Pupil-Teachers, and Paid Monitors.	Position in the School.	Age.	Religion.	Date of Appointment to this School.
<b>Boys' School.</b>				
James Dowling, . . . .	Principal, . . . .	54	Roman Catholic, . .	9/55
James Taggart, . . . .	Assistant, . . . .	25	Presbyterian, . . . .	3/70
Samuel McCloy, . . . .	Drawing Master, . .	38	do. . . . .	3/56
James Washington, . . .	Music Master, . . . .	40	Roman Catholic, . . .	9/61
Wm. Quinn, . . . . .	Pupil-teacher, . . . .	17	Established Church, . .	2/69
Thomas Moore, . . . . .	do. . . . .	18	do. . . . .	8/69
Martin Henchy, . . . . .	do. . . . .	18	Roman Catholic, . . .	11/68
John Sullivan, . . . . .	do. . . . .	19	do. . . . .	10/70
Francis Newell, . . . . .	do. . . . .	17	Established Church, . .	11/70
<b>Girls' School.</b>				
Anne Palmer, . . . . .	Principal, . . . . .	26	Established Church, . .	1/68
Elin M. Dowling, . . . .	Assistant, . . . . .	50	Roman Catholic, . . .	3/61
Elin Soppie, . . . . .	Monitress, . . . . .	17	do. . . . .	3/68
Bridget Pittman, . . . . .	do. . . . .	17	do. . . . .	2/68
Margaret Goschchild, . . .	do. . . . .	18	Established Church, . .	9/69
Anne Perry, . . . . .	do. . . . .	15	do. . . . .	11/70
<b>Infants' School.</b>				
Elin Perkins, . . . . .	Principal, . . . . .	29	Roman Catholic, . . .	2/65
Sarah Caldwell, . . . . .	Monitress, . . . . .	19	Established Church, . .	1/67
Jane Hearn, . . . . .	do. . . . .	15	Roman Catholic, . . .	1/70
Corrella McCloy, . . . . .	do. . . . .	13	Established Church, . .	2/70

Reports upon District and Minor Model Schools.  
*Waterford.*

*Annual Examination.*—This examination was held in December. The several classes in the three schools were carefully examined by Mr. Lane and myself, and premiums awarded to the most meritorious pupils. On this, as on the former occasion, we found the answering in the ordinary school subjects lower than should have been expected, owing to the large amount of time given to the extra subjects—drawing and music. This observation does not apply to the infant school, which we found in a most satisfactory state.

In the boys' school we were pleased to find the discipline improved, and the classes fairly superintended by the principal and assistant teachers. In both adult schools the proficiency in reading, penmanship, and dictation, was very creditable. In the other subjects the answering of the more advanced pupils was rather poor.

The following table gives the *per-centage* answering in these schools, as ascertained by examination and reference to "School Programme." This will show the proficiency of the several classes in the different subjects:—

Boys' School.

	Class 1.	Class 2.	Class 4.	Class 5.
Reading (including oral spelling and explanation), . . . .	67	72	74	68
Penmanship, . . . . .	76	76	84	77
Arithmetic, . . . . .	34	47	58	26
Dictation, . . . . .	68	70	86	61
Grammar, . . . . .	30	34	40	53
Geography, . . . . .	32	88	53	50
Extra Branches, . . . . .	—	—	Very fair.	

Girls' School.

	Class 1.	Class 2.	Class 4.	Class 5.
Reading (including oral spelling and explanation), . . . .	70	67	72	66
Penmanship, . . . . .	58	69	70	78
Arithmetic, . . . . .	64	54	65	38
Dictation, . . . . .	74	64	00	65
Grammar, . . . . .	61	41	36	44
Geography, . . . . .	37	43	44	40
Branches for females, . . . . .	Very satisfactory.			

I have the honour to be, gentlemen, your obedient servant,  
TIMOTHY SHEAHAN, Head Inspector.  
The Secretaries, &c., &c.

*Appendix B.* No. 18.—ANNUAL REPORT for the year 1870, upon the WEST  
*Reports upon District and Minor Model Schools.* DUBLIN MODEL SCHOOL, by M. FITZGERALD, Esq., Head  
 Inspector.

Dublin, April, 1871.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners of National Education, the following report on the West Dublin Model School, for the past year.

No alterations or extensive repairs were found necessary in the school buildings during the year. They continue in good repair; and are kept in a very creditable state of cleanliness by the housekeeper.

The staff of principal and assistant teachers remains unchanged, with one exception. Mrs. Tickell, first assistant in the girls' school died of fever; and has been succeeded by Miss Adams, previously employed in Ballymena Model School, in a similar capacity. Miss Adams is a promising young teacher, well qualified, and most attentive to her duty. She has given every satisfaction since her appointment. In Mrs. Tickell, the Commissioners lost a most valuable servant; a patient and painstaking teacher; and a person who had won the regard of every one connected with the school by her gentle disposition and quiet unobtrusive manner. Several changes took place among the pupil-teachers and monitors. The female pupil-teachers, who had been allowed to remain on from year to year, were compelled to resign; and I am happy to say that all have succeeded in obtaining employment as teachers. Their places were supplied from the staff of mistresses, the latter again being recruited from among the pupils. We have thus succeeded in restoring the regular succession of these appointments; the interruption of which, for some years, had an injurious effect upon the attendance in the female department.

The following tables exhibit the condition and progress of the school, for the last two years, under its most important heads:—

TABLE I.—Statistics of attendance.

	1869.	Boys.	Girls.	Infants.	Total.
Total number of individual pupils on rolls, . . . . .	379	219	249	347	
Average number on rolls, . . . . .	233	137	133	303	
Average daily attendance, . . . . .	168	104.9	101.7	334.6	
	1870.	Boys.	Girls.	Infants.	Total.
Total number of individual pupils on rolls, . . . . .	355	206	199	290	
Average number on rolls, . . . . .	223	122	105	239	
Average daily attendance, . . . . .	162.4	87	70.1	327.5	

The decrease in the average attendance, amounting in the aggregate to 67—or very nearly 17 per cent.—is partly attributable to the establishment of the Christian Brothers' School in the neighbourhood, referred to in the report for 1869; and partly to increased activity in the opposition to the school, as a model school, which has prevailed for some years past. I am bound to say that this opposition has not been pushed to the same extreme length here that has characterized it in connexion with some other model schools; but there are times when it is more active than at others and then the attendance suffers. There are several schools, both National and denominational in the neighbourhood, to which parents may be easily induced to send their children; but we find so many of the children thus withdrawn returning after a time to the model school, that we are warranted in the belief that their confidence in it, as a place of education, has never been shaken. The decrease in the average attendance, during the year, was pretty evenly divided among the three departments of the school.

TABLE II.—Classification of pupils on rolls.

	1869.				1870.				Reports upon District and Minor Model Schools
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.	
First Class,	38	11	158	197	25	8	153	186	West Dublin.
Second "	169	74	91	334	168	70	46	284	
Third "	87	65	-	152	83	60	-	143	
Fourth, "	35	56	-	111	43	53	-	96	
Fifth "	40	13	-	53	36	16	-	52	
Totals,	379	219	249	847	355	206	199	760	

TABLE III.—Ages of the pupils on Rolls.

Age in Years.	1869.				1870.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Under 6,	-	-	130	130	-	-	85	85
6 and under 7,	-	-	56	56	-	-	57	57
7 " 8,	-	-	63	63	-	-	57	57
8 " 9,	60	36	-	96	63	28	-	91
9 " 10,	67	35	-	102	55	37	-	92
10 " 11,	68	41	-	109	70	37	-	115
11 " 12,	71	37	-	108	46	31	-	77
12 " 13,	52	37	-	89	54	37	-	91
13 " 14,	44	23	-	66	31	21	-	52
14 " 15,	14	8	-	22	23	11	-	34
15 and above,	3	3	-	6	5	4	-	9
Totals,	379	219	249	847	355	206	199	760

Combining the results shown by these two tables, we find strong evidence of the healthy condition of the school. There is scarcely any difference between the years 1869 and 1870, in this respect; we may, therefore, confine ourselves to the examination of the latter year. It appears, from Table II. that 38 per cent. of the pupils were enrolled in the senior—that is the third and higher classes. This result, though much above what is attained in the schools of the whole country taken collectively, in which only 25 per cent. of the pupils on rolls are in the senior classes, is yet below the average of model schools; and appears, at first sight, so far unsatisfactory. But when we turn to Table III., we find that 38 per cent. of the pupils enrolled in 1870, includes all over the age of 11 years, and about one-fourth of those between 10 and 11 years old; and when we bear in mind that the West Dublin Model School is largely attended by the poorest class of the poorest district in Dublin, we must admit that the classification of the pupils is as high as could reasonably be expected. It is worthy of remark that only 6 pupils in 1869, and 9 pupils in 1870, had passed the recognized school going age.

TABLE IV.—Religious Denominations of pupils on Rolls.

	1869.				1870.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Established Church,	21	10	10	41	19	13	11	43
Roman Catholics,	357	204	238	799	336	189	181	698
Presbyterians,	-	5	1	6	8	4	7	19
Others,	1	-	-	1	-	-	-	-
Totals,	379	219	249	847	355	206	199	760

The religious instruction of the pupils is carried on almost wholly by the teachers; the Presbyterian minister being the only clergyman of any denomination who attends to give any. A portion of every day, except Saturday, is set apart for religious instruction, and additional time is devoted to it on Tuesday, on which day the clergy are specially invited to attend.

## Appendix B.

TABLE V.—Rates of payment, and school fees.

Reports upon District and Minor Model Schools.		1869.				1870.			
		Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
	At 5s. per quarter,	—	1	—	1	—	—	—	—
	At 2s. 6d. "	210	91	72	373	164	88	53	310
	At 1s. 1d. "	169	127	177	473	191	110	141	450
<i>West Dublin.</i>									
Amount of school fees received for the year.		1869.				1870.			
		Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
		£	s.	d.		£	s.	d.	
		79	1	3	65	17	7		
		42	8	6	36	3	0		
		88	11	10	26	17	7		
Totals.		155	1	7	128	18	2		

This Table clearly establishes the fact that this Model School is attended exclusively by pupils of the class for whose benefit it was intended. Of 847 pupils on the rolls in 1869, and of 760 in 1870, only one in the former year, and not even one in the latter year, was entered at the maximum rate of 5s. per quarter. In other words, there was only one pupil at the school for the last two years, whose parents were in such circumstances as to justify the teachers in charging 4½d. per week for her education. Further, of the remaining pupils—that is of all save one—there were, in round numbers, 56 per cent. in 1869, and 60 per cent. in 1870, admitted at the nominal rate of one penny a week. There are no free pupils admitted.

It is worthy of remark that the decrease in the gross number on rolls during 1870 was much greater among pupils paying 2s. 6d. per quarter than among those paying 1s. 1d. per quarter.

TABLE VI.—Amount of school requisites sold at reduced rates.

	1869.			1870.		
	£	s.	d.	£	s.	d.
Boys' School,	22	2	4	18	0	5½
Girls' School,	11	2	9½	10	3	8½
Infants' School,	4	3	4½	3	5	8½
Total,	37	8	6	31	17	9½

The demand for books, &c., by the pupils continued very steady during the last two years; the falling off in the gross sales being rather less in proportion than the decrease in the average attendance.

The annual examination of the school commenced on Monday the 17th of October and lasted for five days; during which time Mr. Sheehy, the District Inspector, and myself examined every pupil present on every branch of the school course. We had every reason to be satisfied with the proficiency of the pupils, and with their progress during the year. The distribution of premiums took place on Saturday the 22nd of October. We were favoured, on this occasion, with the presence of several of the higher officers of the Board, and a larger assemblage than usual of the parents and friends of the pupils. The day's proceedings passed off very satisfactorily.

I have the honour to be, gentlemen, your obedient servant,

M. FITZGERALD, Head Inspector.

The Secretaries, Education Office.

No. 19.—ANNUAL REPORT upon the BALLYMONEY MINOR MODEL SCHOOL, for the year 1870, by ANDREW O'CALLAGHAN, Esq., Head Inspector.

Appendix B  
Reports  
upon  
District  
and Minor  
Model  
Schools.  
Ballymoney

Londonderry, 30th January, 1871.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report on the Ballymoney Minor Model School, for the year 1870.

The annual examination of the pupils commenced on the 5th December, and lasted for five days. It was conducted, as usual, by myself and my colleague, Mr. Bole, the Inspector of the district. Every pupil was individually examined, and the answering, whether correct or not, accurately recorded in the marking sheets.

The pupils on the rolls were distributed amongst the five classes, in the proportions shown in the following statement, which exhibits, also, their average age in each class :—

	No. on rolls.			Average age.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
First class, . . . . .	—	—	33	—	—	5-4
Second " . . . . .	22	12	35	9	8-4	6-3
Third " . . . . .	45	23	—	11-1	10-7	—
Fourth " . . . . .	29	39	—	12-6	11-8	—
Fifth " . . . . .	10	8	—	14-9	14-3	—

All were engaged in learning the ordinary branches of reading, grammar, geography, writing, and arithmetic. With respect to extra subjects, 39 were learning mensuration, geometry, algebra, book-keeping, and physical science, also agriculture. A large proportion of the pupils received instruction in vocal music and drawing.

The Commissioners allow £10 annually for distribution in premiums amongst the most successful pupils. By far the largest portion of this sum is awarded for proficiency in the ordinary subjects of the school course. A numerical value, in proportion to its importance, is assigned to every subject, and the premiums are determined by the highest marks. The school is organized in three divisions. A minimum percentage of answering was fixed for each division, and no pupil was selected for reward, whose answering fell below the required standard, which was 55 per cent. in the junior divisions, 60 in the middle, and 65 in the senior.

The following table exhibits the number of pupils in each class who obtained premiums under these conditions :—

	BOYS.					GIRLS.				
	5th.	4th.	3rd.	2nd.	Tot.	5th.	4th.	3rd.	2nd.	Tot.
No. whose answering amounted to										
80 per cent. and under 90,	3	—	1	1	5	—	—	2	—	2
" 70 " " 80,	4	1	5	—	10	3	1	—	—	4
" 60 " " 70,	1	7	4	4	16	3	6	1	2	12
" 55 " " 60,	1	5	2	—	8	1	7	3	1	12
" under 55, " . . . . .	1	16	25	8	50	1	13	13	4	31
Total No. examined, . .	10	29	37	13	89	8	27	19	7	61

From these figures it appears that 44 per cent. of the whole number examined obtained premiums in the boys', and 49 per cent. in the girls' school. But this result by itself would by no means give a conclusive test of either the relative or the absolute merits of these two departments. The number of pupils advanced, within a certain period, from class to class, must be regarded in the calculation ; and these two results taken

*Appendix B.* in combination will give a fairly accurate measure of the educational efficiency of each school. The period referred to is limited to the twelve months preceding the date of examination, and the relation is ascertained of the number of promoted pupils to the number in daily average attendance for that period.

	Boys.	Girls.
Number in daily average attendance, . . . .	76	58
" advanced to higher classes, . . . .	36	42
Centesimal proportions, . . . .	47	72 per cent.

These results exhibit in a favourable light the effective working of the girls' school, and show that Miss Bradley has devoted a large amount of attention and skill to her duties. The results in the boys' school, when compared with the ordinary standard, must be regarded as fairly satisfactory. It is proper that I should remark that Mr. Craig, the highly-efficient head master, has had charge of this school for only a portion of the year. I have no doubt, that under his admirable direction and personal instructions, this school will, at the next annual examination, exhibit a very high efficiency. In justice to these excellent teachers I have to call attention to the excessive inconvenience caused by the want of sufficient space-accommodation. The full effect of their genuine efforts for the advancement of their pupils is daily counteracted, to no small extent, by this serious deficiency in room. A large-sized class-room is much needed for each department.

The annual public examination was held on the 21st December. The audience was numerous and respectable. The incidents of the day were highly interesting, and the recitation of the pupils, and their ready and intelligent answering in various subjects, frequently elicited warm approval. The infant children, under their excellent teacher, Miss Heritage, had, as usual, a large share of the popularity of the day.

The following table gives the average number on rolls and the average attendance for the year 1870:—

	Average No. on Rolls.	Average No. n Attendance.
In Boys' School, . . . .	100.3	75.9
In Girls' " . . . .	77.4	57.6
In Infant " . . . .	66.6	55.2
Total, . . . .	244.3	188.7

With respect to religious denomination, the pupils on the rolls for the quarter, ended 31st December, 1870, are distributed thus:—

	Boys.	Girls.	Infants.	Total.
No. of pupils on rolls, . . . .	106	72	68	246
" belonging to Established Church, . . . .	14	10	10	34
" " Roman Catholic, . . . .	—	3	1	4
" " Presbyterian, . . . .	89	54	57	200
" " Others, . . . .	3	6	—	9

The following table shows the number of pupils, in the same quarter of 1870, paying respectively the different rates of school-fees:—

Rates of Payment.	Boys.	Girls.	Infants.	Total.
5s. per quarter, . . . .	31	19	4	54
2s. 6d. " . . . .	39	21	20	80
1s. 1d. " . . . .	36	23	44	113

The total amount of payments made in school-fees during the year 1870, was—

	£	s.	d.
In Boys' School, . . . .	49	1	6
In Girls' " . . . .	33	14	4½
In Infant " . . . .	23	4	10
Total, . . . .	106	0	8½

During the past year the pupil-teachers, who were previously extern, have been lodged and boarded at the model farm, under the direction of the assistant master. This change was an improvement long desired. These young persons are now under official guidance and control after school hours, and besides, receive regular instruction every morning and evening in the higher subjects of their prescribed course of study. Their conduct has been excellent, no serious violation of discipline having occurred during the year.

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Reports  
upon  
District  
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Schools.  
Ballymoney

The following changes occurred during the year in the junior staff under training:—

	Males.	Females.
No. on staff on 1st January, 1870, . . . .	5	7
" admitted during the year, . . . .	2	2
" who left . . . . .	2	3
" remaining on 31st December, 1870, . . . .	5	7
" admitted to Central Training Institution, . . . .	—	1
" appointed to schools, . . . . .	—	1
" who left for other employment, . . . .	2	—

I have the honour to be, gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c., &c.

No. 20.—ANNUAL REPORT upon the NEWTOWNSTEWART MINOR MODEL SCHOOL, for the year 1870, by ANDREW O'CALLAGHAN, Esq., Head Inspector.

*Newtown-  
stewart.*

Londonderry, 30th January, 1871.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report on the Newtownstewart Minor Model School, for the year 1870:—

The annual examination of the pupils commenced on the 31st November, and was carried on through six days. It was conducted, as usual, by myself and my colleague, Mr. Kennedy, the Inspector of the district. Every pupil was individually examined, and the answering, whether correct or incorrect, accurately recorded on the marking sheets.

The pupils on the rolls were distributed amongst the five classes in the proportions shown in the following statement, which exhibits also the average age in each class:—

	Number on rolls.			Average age.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
First Class, . . . . .	—	—	25	—	—	5-5
Second " . . . . .	15	22	13	9-9	9-4	6-8
Third " . . . . .	28	16	—	11-6	11-6	—
Fourth " . . . . .	7	11	—	12-6	12-6	—
Fifth " . . . . .	7	7	—	14-5	15-2	—

Besides the ordinary branches of reading, grammar, geography, and arithmetic, in the learning of which all the pupils are engaged, there were 7 learning mensuration, 21 geometry, 7 book-keeping, and 21 physical science. Most of the pupils received instruction in vocal music and drawing.

The Commissioners allow £10 annually for distribution in premiums amongst the most successful pupils. By far the largest portion of this sum is awarded for proficiency in the ordinary subjects of the school course. A numerical value in proportion to its importance is assigned to every subject, and the premiums are determined by the highest marks. The school is organized in three divisions. A minimum per-centage of answering was fixed for each division, and no pupil was selected for re-

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ward whose answering fell below the required standard, which was 55 per cent. in the junior division, 60 in the middle, and 65 in the senior. The following table exhibits the number of pupils in each class who obtained premiums under these conditions:—

No. whose answering amounted to	Boys' Classes.					Girls' Classes.				
	1st.	4th.	3rd.	2nd.	Total.	1st.	4th.	3rd.	2nd.	Total.
80 per cent. and under 90,	—	—	—	—	—	1	—	—	1	2
70 " " 80,	3	—	3	3	9	3	—	2	5	10
60 " " 70,	—	—	7	6	13	—	—	7	6	13
55 " " 60,	2	—	3	1	6	1	1	2	3	7
under 55, " "	1	7	6	7	21	—	10	5	5	20
Total No. examined,	6	7	10	17	40	5	11	16	20	52

From these figures it appears that 57 per cent. of the whole number examined obtained premiums in the boys', and 62 per cent. in the girls' school. But this result by itself would by no means give a conclusive test of either the relative or the absolute merits of these two departments. The number of pupils advanced, within a certain period, from class to class, must be taken into the calculation, and these two combined results will give a fairly accurate measure of the educational efficiency of each school. The period referred to is limited to the twelve months preceding the date of the examination, and the relation is ascertained of the number of promoted pupils to the number in daily average attendance for that period.

	Boys.	Girls.
Number in daily average attendance, . . . .	51	48
" advanced to higher classes, . . . .	17	19
Centesimal proportions, . . . .	33	41 per cent.

These results are tolerably satisfactory, but higher might be reasonably expected. I am of opinion that they would be more favourable in the girls' school, but for the absence, through illness, for several months of the head mistress, Mrs. Byrne.

The annual public examination took place on the 29th November, with a numerous attendance of the friends of this school. The interest in the proceedings of the day was greatly enhanced by the presence of the Marquis and Marchioness of Hamilton, who remained during the whole of the examination. The Rev. Dr. Milner, the distinguished advocate and friend of popular education, was also of the audience. On the conclusion of the examination, the Marchioness of Hamilton most kindly consented to hand the certificates of merit to the successful pupils.

In the following table the average number of pupils on rolls, and the average number in attendance are given for the years 1869 and 1870:—

	1869.		1870.	
	Average No. on Rolls.	Average No. in Attendance.	Average No. on Rolls.	Average No. in Attendance.
In Boys' School, . . . .	54	48	63·3	51·4
" Girls' " . . . .	52	44	55·1	45·7
" Infants' " . . . .	45	38	47·	37·4
Total, . . . .	151	130	165·4	134·5

With respect to religious denomination, the pupils on the rolls for the quarter, ended 31st December, 1870, are distributed thus:—

	Boys.	Girls.	Infants.	Total.
Number of pupils on rolls, . . . .	57	56	44	157
" belonging to the Established Church, . . . .	12	18	16	46
" " Roman Catholics, . . . .	—	—	—	—
" " Presbyterians, . . . .	45	38	28	111
" " Others, . . . .	—	—	—	—



The locality has a large majority of Presbyterian inhabitants.

The cause of the absence of pupils of the Roman Catholic denomination from Model schools is well understood.

The constitution of the staff of teachers, pupil-teachers, and monitors corresponds, with regard to religious denomination, very closely to the relative proportions of the religious sections of the locality.

The following table shows the number of pupils, in the same quarter of 1870, paying respectively the different rates of school-fees:—

Rates of Payment.	Boys.	Girls.	Infants.	Total.
5s. per quarter, . . . . .	13	11	2	26
2s. 6d. " . . . . .	33	29	18	80
1s. 1d. " . . . . .	11	16	24	51

The total amount of payments made in school-fees during the year 1870, was—

	£	s.	d.
From Boys' School, . . . . .	33	9	11
" Girls' " . . . . .	28	14	1
" Infants' " . . . . .	16	1	2
Total, . . . . .	£76	5	2

There is no boarding department attached to this school. The pupil-teachers are lodged in the town. The accounts respecting the propriety of their conduct are satisfactory.

The following changes occurred during the year in the junior staff under training:—

	Males.	Females.
No. on staff on 1st January, 1870, . . . . .	1	4
" admitted during the year, . . . . .	1	—
" who left, . . . . .	1	—
" remaining on 31st December, 1870, . . . . .	1	4
" admitted to Central Training Institution, . . . . .	1	—

I have the honour to be, gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c., &c.

NO. 21.—ANNUAL REPORT upon the ENNISKILLEN DISTRICT MODEL SCHOOL, for the year 1870, by A. O'CALLAGHAN, Esq., Head Inspector.

Enniskillen.

Londonderry, 30th January, 1871.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report on the Enniskillen Model School for the year 1870.

The annual examination of the pupils commenced on the 9th November, and lasted for eight days. It was conducted as usual by myself and my colleague, Mr. Strong, the Inspector of the district. Every pupil was individually examined, and the answering, whether correct or not, accurately recorded in the marking sheets.

The pupils on the rolls were distributed amongst the five classes in the proportions appearing in the following statement, which exhibits also their average age in each class:—

	Number on Rolls.			Average Age.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
First Class, . . . . .	—	3	49	—	8·7	5·4
Second " . . . . .	39	14	17	9·1	9·3	6·4
Third " . . . . .	43	29	12	11·9	11·6	7·7
Fourth " . . . . .	27	12	—	12·9	13·1	—
Fifth " . . . . .	23	6	—	14·3	14·7	—

## Appendix B.

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## Examined.

Besides the ordinary branches of reading, grammar, geography, writing, and arithmetic, in learning which all the pupils were engaged, there were 50 learning mensuration, geometry, algebra, book-keeping, and physical science. A large proportion receive instruction in vocal music and drawing. A teacher of the French language is allowed the use of the schoolroom after school hours, and 54 of the pupils attend his classes.

The Commissioners allow £15 annually for distribution in premiums amongst the most successful pupils. By far the largest portion of this sum is awarded for proficiency in the ordinary subjects of the school course. A numerical value is assigned, in proportion to its importance, to every subject. The school is organised in three divisions. A minimum per-centage of answering was fixed for each division, and no pupil was selected for reward whose answering fell below the required standard, which was 55 per cent. in the junior division, 60 in the middle, and 65 in the senior.

The following table exhibits the number of pupils in each class who obtained premiums under these conditions:—

	Classes—Boys.					Classes—Girls.				
	5th.	4th.	3rd.	2nd.	Total	5th.	4th.	3rd.	2nd.	Total
Number of pupils whose answering amounted to 80 per cent.,	—	—	2	—	2	—	—	1	—	1
" " 80 and under 80,	2	—	7	1	10	—	—	—	5	5
" " 70 " 80,	7	13	19	4	43	2	—	4	1	7
" " 60 " 70,	—	14	7	6	27	2	3	7	3	15
" " 55 " 60,	—	5	2	5	12	—	—	6	2	8
" " under 55,	—	3	5	11	19	—	8	17	7	32
Total number examined,	9	35	42	27	113	4	11	35	18	68

From these figures it appears that 83 per cent. of the whole number examined obtained premiums in the boys' school, and 53 per cent. in the girls' school. But this result by itself would by no means give a conclusive test of either the relative or the absolute merits of these two departments. The number of pupils advanced, within a stated period, from class to class must be taken into the calculation, and these two combined results will give a fairly accurate measure of the educational efficiency of each school. The period here taken is limited to the twelve months preceding the date of the examination, and the relation is ascertained of the number of promoted pupils to the number in daily average attendance for that period:—

	Boys.	Girls.
Number in daily average attendance,	112	55
" advanced to higher classes,	59	28
Centesimal proportions,	53	45 per cent.

The combined results of these two tests are satisfactory, and show that the schools are efficiently conducted. The boys' school, however, exhibits a marked superiority over the girls'. The services of Mr. Morris, the head master, can hardly be too highly rated in connexion with his school, which, within a space of three years, he has made one of the most efficient and successful of the Model schools of the Board.

I have pleasure in stating that the infant department is in a very high state of efficiency. The system of instruction and all the arrangements are of the most satisfactory character, and reflect much credit on the zeal and ability of the head mistress, Miss Pollock, and the assistant, Miss M'Cormac.

The annual public examination was held on the 30th November. The fine spacious schoolroom was tastefully decorated for the occasion. It was thronged in every part by the supporters and admirers of the school. The gentry of Fermanagh were largely represented, and many remained to the close of the examination. The programme was most attractive, containing a pleasing mixture of the grave and the gay. The ready intelligent answering of the pupils in arithmetic and geometry was evidently appreciated by the audience, and the recitations of the poetical pieces was deservedly admired. The performance of the singing class, under Mr. Morris, the head master, achieved a decided success, and was rewarded with universal applause. I may observe that this class has acquired a high local reputation. No week passes without the presence of visitors, at the time appointed for instruction in singing, to listen to the exercises which are conducted with unrivalled ability by Mr. Morris. The proceedings of the day were brought to a close by the distribution of the certificates of merit to the most successful of the pupils.

The following table gives the average number on the rolls, &c., for the years 1869 and 1870:—

	1869.		1870.	
	Average No. on Rolls.	Average No. in Attendance.	Average No. on Rolls.	Average No. in Attendance.
In Boys' School, . . .	153.8	111.4	135.9	111.5
" Girls' " . . .	50.8	43.9	71.1	54.5
" Infants' " . . .	32.4	39.7	58.7	47.1
Totals, . . .	245	195	265.6	213.1

With respect to religious denomination, the pupils on the rolls for the quarter ending 31st December, 1870, are distributed thus:—

	Boys.	Girls.	Infants.	Totals.
Number of pupils on rolls, . . .	123	74	69	266
" belonging to the Established Church, . . .	67	45	42	154
" " Roman Catholics, . . .	2	2	4	8
" " Presbyterians, . . .	15	15	13	43
" " Others, . . .	19	12	10	41

The Christian Brothers have a large school in the town. There is also a Convent school for girls.

The constitution of the staff of teachers, pupil-teachers, and monitors, with regard to the different religious denominations, corresponds nearly with their proportions in the population of the locality.

The following table shows the number of pupils in the same quarter of 1870, paying respectively the different rates of school-fees:—

Rates of Payment.	Boys.	Girls.	Infants.	Totals.
5s. per quarter, . . .	65	37	32	134
2s. 6d. " . . .	39	28	23	90
1s. 1d. " . . .	19	9	14	42

The total amount of payments made in school-fees, during the year 1870, was:—

	£	s.	d.
In Boys' School, . . .	88	10	8
" Girls' " . . .	46	11	3
" Infants' " . . .	34	7	11
Total, . . .	174	9	10

With respect to the boarding department, its sanitary condition is satisfactory. The dormitories are kept scrupulously clean, and are well ventilated. I have to report very favourably of the house discipline,

*Appendix B* and the good conduct of the pupil-teachers during the past year. In the same period the following changes occurred in the junior staff under training:—

Reports upon District and Minor Model Schools.	No. on staff on 1st January, 1870,	Males.		Females.	
	" admitted during the year, . . . .	5		4	
	" who left . . . . .	2		1	
	" remaining on 31st December, 1870, . . . .	7		4	
<i>Ennistullen.</i>	" appointed to schools, . . . .	-		1	

I have the honour to be, gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c., &c.

*Omagh.* No. 22.—ANNUAL REPORT UPON OMAGH DISTRICT MODEL SCHOOL for the year 1870, by A. O'CALLAGHAN, Esq., Head Inspector.

Londonderry, 30th January, 1871.

GENTLEMEN,—I have the honor to submit, for the information of the Commissioners, my report on the Omagh Minor Model School, for the year 1870.

The annual examination of the pupils commenced on the 16th November, and lasted for six days. It was conducted, as usual, by myself and my colleague, Mr. Sullivan, the Inspector of the district. Every pupil was individually examined, and the answering, whether correct or not, accurately recorded in the marking sheets.

The pupils on the rolls were distributed amongst the five classes, in the proportions appearing in the following statement, which exhibits also their average age in each class:—

	Number on Rolls.			Average Age.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
First Class, . . . . .	7	5	60	8-4	8-9	5-9
Second " . . . . .	37	24	55	9-	8-9	6-6
Third " . . . . .	30	41	-	11-2	11-	-
Fourth " . . . . .	23	23	-	13-7	13-3	-
Fifth " . . . . .	12	10	-	14-5	14-5	-

Besides the ordinary branches of reading, grammar, geography, writing, and arithmetic, in learning which all the pupils are engaged, there were 35 learning mensuration, geometry, algebra, and book-keeping, 10 trigonometry, 35 physical science, and a large proportion vocal music and drawing.

The Commissioners allow £10 annually for distribution in premiums amongst the most successful pupils. By far the largest portion of this sum is awarded for proficiency in the ordinary subjects of the school course. A numerical value is assigned, in proportion to its importance, to every subject. The school is organized in three divisions. A minimum per-centage of answering was fixed for each division, and no pupil was selected for reward whose answering fell below the required standard, which was 55 per cent. in the junior division, 60 in the middle, and 65 in the senior.

The following table exhibits the number of pupils in each class, who obtained premiums under these conditions:—

TABLE.

Appendix B.

	Classes—Boys.					Classes—Girls.					Reports upon Districts and Minor Model Schools.
	5th.	4th.	3rd.	2nd.	Total.	5th.	4th.	3rd.	2nd.	Total.	
Number of pupils whose answering amounted to 80 per cent., . . .	—	—	—	—	—	—	—	—	—	—	Onagh.
" " 70 and under 80, . . .	—	—	—	—	—	1	—	—	1	2	
" " 70, . . .	—	1	4	2	7	3	—	10	4	23	
" " 60, . . .	3	3	7	4	17	—	7	20	5	32	
" " 55, . . .	2	4	6	3	15	—	5	5	3	13	
" " under 55, . . .	1	9	15	39	64	—	4	8	16	28	
Total number examined, . . .	6	17	32	48	103	9	16	43	29	97	

From these figures it appears that 38 per cent. of the whole number examined obtained premiums in the boys', and 71 per cent. in the girls' school. But this result by itself would, by no means, give a conclusive test of either the relative or the absolute merits of these two departments. The number of pupils advanced, within a stated period, from class to class, must be taken into the calculation; and these two combined results will give a fairly accurate measure of the educational efficiency of each school. The period here taken is limited to the twelve months preceding the date of the examination, and the relation is ascertained of the number of promoted pupils to the number in daily average attendances for that period:—

	Boys.	Girls.
Number in daily average attendance, . . .	94	79
" advanced to higher classes, . . .	30	26
Centesimal proportions, . . .	32	33 per cent.

The proportion of promoted pupils is nearly equal in both departments; and in both it is less than it would be reasonable to expect. But the proportion of successful pupils is much greater in the girls' school than in the boys'—being 71 to 38 per cent. These results show that the latter department has not been efficiently conducted since the previous annual examination. The cause of this partial failure is to be attributed to the circumstance that the head master allowed his careful supervision of the whole school to be too much withdrawn to the instruction of a class of young men—candidates for situations in the Civil Service—who were admitted as pupils of the school, but received separate individual instruction. I have, however, the satisfaction to be able to state that this objectionable arrangement has been discontinued. The infant department, under Mrs. Taylor, continues to be conducted with ability and success.

The annual public examination took place on the 5th December. There was a large attendance of visitors, friends of the school, and others interested in popular education. The programmes of examination contained a variety of subjects. The reading of the girls was deservedly applauded. Mr. Frame, the assistant teacher, gave an interesting examination in physical science, and made some successful experiments. The infant children acquitted themselves to the delight of everyone, and bore off no small share of applause. The proceedings were brought to a close by calling before the audience the most successful of the pupils, and presenting to them the certificates of merit.

In the following table the average number of pupils on the rolls, and

Appendix B. the average number in attendance, are given for the years 1869 and 1870:—

Reports upon District and Minor Model Schools.		1869.		1870.	
		Average No. on Rolls.	Average No. in attendance.	Average No. on Rolls.	Average No. in attendance.
	In Boys' School, . . .	111.8	99.2	117.8	89.5
	" Girls' " . . .	108.9	80.4	102.7	79.4
	" Infants' " . . .	85.4	63.0	94.7	71.7
Overall.	Totals, . . .	296.1	236.4	315.2	240.6

With respect to religious denomination, the pupils on the rolls for the quarter ended 31st December, 1870, are distributed thus:—

Number of pupils on rolls,	Boys.	Girls.	Infants.	Total.
" belonging to the Established Church, . . .	109	103	115	327
" " Roman Catholics, . . .	49	46	57	152
" " Presbyterians, . . .	2	9	2	13
" " Others, . . .	49	30	44	123
	3	9	12	30

The cause of the small attendance of pupils of the Roman Catholic denomination in model schools is now well understood.

The constitution of the staff of teachers, pupil-teachers, and monitors, with regard to the different religious denominations, corresponds pretty closely with their proportions in the population of the locality.

The following table shows the number of pupils in the same quarter of 1870 paying, respectively, the different rates of school-fees:—

Rates of Payment.	Boys.	Girls.	Infants.	Total.
5s. per quarter, . . .	47	39	29	115
2s. 6d. " . . .	25	26	40	91
1s. 1d. " . . .	37	38	46	121

The total amount of payments made in school-fees during the year 1870, was:—

	£	s.	d.
In Boys' School, . . .	70	15	11
" Girls' " . . .	60	14	11
" Infants' " . . .	40	16	6
Total, . . .	£160	7	4

There is no boarding department attached to this school. The pupil-teachers are lodged in the town. The accounts respecting their propriety of conduct are very satisfactory for the past year.

The following changes occurred, in the same period, in the senior staff under training:—

	Males.	Females.
No. on staff on 1st January, 1870, . . .	5	7
" admitted during the year, . . .	3	—
" who left, . . .	5	—
" remaining on 31st December, 1870, . . .	3	7
" admitted to Central Training Institution, . . .	1	—
" appointed to schools, . . .	1	—
" who left for other employment, . . .	1	—
" remaining unemployed, . . .	2	—

I have the honour to be, gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c., &c.

No. 23.—ANNUAL REPORT for the year 1870, upon the SLIGO DISTRICT MODEL SCHOOL, by A. O'CALLAGHAN, Esq., Head Inspector.

Londonderry, 30th January, 1871.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report on the Sligo District Model School for the year 1870.\*

*Appendix B.*  
Reports  
upon  
District  
and Minor  
Model  
Schools.  
Sligo.

The annual examination of the pupils commenced on the 2nd November, and lasted for seven days. It was conducted, as usual, by myself and my colleague, Mr. Wood, the Inspector of the district. Every pupil was individually examined, and the answering, whether correct or not, accurately recorded in the marking sheets.

The pupils on the rolls were distributed amongst the five classes, in the proportions appearing in the following statement, which exhibits also their average age in each class:—

Classification.	Number on Rolls.			Average Age.		
	Males.	Females.	Infants.	Males.	Females.	Infants.
First Class.	—	—	31	—	—	5·7
Second "	34	0	25	10·4	9·4	6·8
Third "	31	30	—	12·1	11·2	—
Fourth "	22	12	—	13·7	12·	—
Fifth "	9	13	—	15·2	13·8	—

All are engaged in learning the ordinary branches of reading, grammar, geography, writing, and arithmetic. With respect to extra-subjects, 31 were learning mensuration, geometry, algebra, book-keeping, agriculture, and physical science. Most of the pupils were learning vocal music and drawing, 9 received lessons in the French language from a native of France, to whom the use of the school-room after school-hours has been granted for that purpose.

The Commissioners allow £10 annually for distribution in premiums amongst the most successful pupils. By far the largest portion of this sum is awarded for proficiency in the ordinary subjects of the school course. A numerical value is assigned, in proportion to its importance, to every subject. The school is organized in three divisions. A minimum per-centage of answering was fixed for each division; and no pupil was selected for reward whose answering fell below the required standard, which was 55 per cent. in the junior division, 60 in the middle, and 65 in the senior.

The following table exhibits the number of pupils in each class who obtained premiums under these conditions:—

	Classes of Boys' Department.					Classes of Girls' Department.				
	1st.	2d.	3d.	4th.	5th.	1st.	2d.	3d.	4th.	5th.
Number of pupils whose answering amounted to 80 per cent.,	—	—	—	—	—	—	—	—	—	—
" " 80 and under 80, .	—	—	—	2	2	—	1	2	—	4
" " 70 " 80, .	2	1	2	4	9	2	—	6	—	8
" " 60 " 70, .	—	6	13	3	23	1	1	5	3	10
" " 55 " 60, .	1	2	5	9	17	3	—	2	—	6
" " under 55, .	1	7	4	14	28	—	3	20	7	30
Total number examined,	4	16	24	32	76	7	8	35	10	57

## Appendix B.

Reports  
upon  
District  
and Minor  
Model  
Schools.

*Sligo.*

From these figures it appears that 66 per cent. of the whole number examined obtained premiums in the boys' school, and 47 per cent. in the girls' school. But this result by itself would, by no means, give a conclusive test of either the relative or the absolute merits of these two departments. The number of pupils advanced, within a stated period, from class to class, must be taken into consideration; and these two combined results will give a fairly accurate measure of the educational efficiency of each school. The period here taken is limited to the twelve months preceding the date of the examination, and the relation is ascertained of the number of promoted pupils to the number in daily average attendance for that period:—

	Boys.	Girls.
Number in daily average attendance, . . . . .	74	53
" advanced to higher classes, . . . . .	20	49
Centesimal proportions, . . . . .	27	75 per cent.

Although the per-centage of premiums in the boys' school is higher than that in the girls', the number of promoted pupils is small in the former as compared with the latter. Both results combined show superior efficiency in favour of the girls' school. The infant department, under Mrs. Pink, continues to be conducted in a satisfactory manner.

The annual public examination was held on the 10th November. There was, as usual, a large and respectable audience, who appeared to be deeply interested in the proceedings of the day, and to be gratified with all they heard and saw. At the close of the examination the most successful of the pupils were called before the audience, and presented with the certificates of merit.

In the following table the average number of pupils on rolls, and the average number in attendance, are given for the years 1869 and 1870:—

	1869.		1870.	
	Average No. on Rolls.	Average No. in Attendance.	Average No. on Rolls.	Average No. in Attendance.
In Boys' School, . . . . .	95.6	75.1	97.2	74.3
" Girls' " . . . . .	79.2	58.1	64.8	52.9
" Infants' " . . . . .	68.5	55.7	61.6	49.6
Totals, . . . . .	234.3	188.8	223.6	176.8

With respect to religious denomination, the pupils on the rolls for the quarter ended 31st December, 1870, are distributed thus:—

	Boys.	Girls.	Infants.	Totals.
Number of pupils on Rolls, . . . . .	96	63	56	215
" belonging to the Established Church, . . . . .	54	27	34	115
" " Roman Catholics, . . . . .	8	6	1	15
" " Presbyterians, . . . . .	20	7	13	40
" " Others, . . . . .	19	23	8	50

The great majority of the people of the locality belong to the Roman Catholic denomination, but the cause of the small attendance of pupils belonging to it is well-known. The constitution of the staff of teachers, pupil-teachers, and monitors, with regard to the different religious denominations, corresponds, to a large extent, with their proportions in the locality.

The following table shows the number of pupils, in the same quarter of 1870, paying respectively the different rates of school-fees:—

Rate of Payment.	Boys.	Girls.	Infants.	Totals.
5s. per quarter, . . . . .	44	34	14	92
2s. 6d. " . . . . .	34	19	26	79
1s. 1d. " . . . . .	18	19	16	44



The total amount of payments made in school-fees during the year 1870, was :—

	£	s.	d.	Reports upon District and Minor Model Schools.
In Boys' School, . . . . .	56	19	7	
" Girls' " . . . . .	38	11	7	
" Infants' " . . . . .	30	15	7	
Total, . . . . .	£125	17	9	

With respect to the boarding department, its sanitary condition is satisfactory—the dormitories are kept neat and well-ventilated. I have to report favourably of the conduct of the pupil-teachers for the past year. The following changes occurred, during the year, in the junior staff under training :—

	Males.	Females.
No. on staff on 1st January, 1870, . . . . .	5	8
" admitted during the year, . . . . .	4	4
" who left " . . . . .	5	4
" remaining on 31st December, 1870, . . . . .	4	8
" admitted to Central Training Institution, . . . . .	3	2
" appointed to Schools, . . . . .	1	1
" who left for other employment, . . . . .	1	—
" remaining unemployed, . . . . .	—	1

I have the honour to be, gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c., &c.

No. 24.—ANNUAL REPORT upon LONDONDERRY DISTRICT MODEL SCHOOL, for the year 1870, by A. O'CALLAGHAN, Esq., Head Inspector.

Londonderry.

Londonderry, 30th January, 1871.

GENTLEMEN,—I have the honour to submit, for the consideration of the Commissioners, my report on the Londonderry Model School for the year 1870.

The annual examination of the pupils commenced on the 9th December, and lasted for eleven days. It was conducted, as usual, by myself and my colleague, Mr. Dugan, the Inspector of the district. Every pupil was individually examined, and the answering, whether correct or not, accurately recorded in the marking sheets.

The pupils on the rolls were distributed amongst the five classes in the proportions shown in the following statement, which exhibits, also, their average age in each class :—

Classification.	Number on Rolls.			Average Age.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
First Class, . . . . .	4	—	65	8-1	—	5-6
Second " . . . . .	49	52	53	8-9	9-2	6-9
Third " . . . . .	56	42	—	11-3	11-3	—
Fourth " . . . . .	62	17	—	12-1	12-6	—
Fifth " . . . . .	86	17	—	13-7	14-1	—

All were engaged in learning the ordinary branches of reading, grammar, geography, writing, and arithmetic. With respect to extra subjects, 58 were learning mensuration, geometry, algebra, book-keeping, and physical science. The greater number of the pupils receive instruction in vocal music and drawing. There were 6 learning French from a foreign teacher of that language, to whom the use of a class-room after school-hours was granted for that purpose.

The Commissioners allow £15 annually for distribution in premiums

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upon  
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and Minor  
Model  
Schools.

London.  
derry.

amongst the most successful pupils. By far the largest portion of this sum is awarded for proficiency in the ordinary subjects of the school-course. A numerical value, in proportion to its importance, is assigned to every subject, and the premiums are determined by the highest marks. The school is organized in three divisions. A minimum per-centage of answering was fixed for each division, and no pupil was selected for distinction whose answering fell below the required standard, which was 55 per cent. for the junior division, 60 for the middle, and 65 for the senior.

The following table exhibits the number of pupils in each class who obtained premiums under these conditions :—

	Classes of boys' department.					Classes of girls' department.				
	5th.	4th.	3rd.	2nd.	Total	5th.	4th.	3rd.	2nd.	Total
Number of pupils whose answering amounted to 90 per cent.,	—	—	—	—	—	1	—	—	—	1
" 80 and under 90,	8	—	—	—	8	5	—	1	1	7
" 70 " 80,	8	1	1	5	15	5	1	5	1	12
" 60 " 70,	13	15	8	12	48	2	3	11	11	27
" 55 " 60,	2	4	12	4	22	2	3	—	9	14
" under 55,	2	2	60	22	86	2	8	21	23	54
Total number examined,	33	22	87	43	185	17	15	30	45	115

From these figures it appears that 50 per cent. of the whole number examined obtained premiums in the boys', and 53 per cent. in the girls' school. But this result by itself would by no means give a conclusive test of either the relative or the absolute merits of these two departments. The number of pupils advanced, within a certain period, from class to class, must be taken into the calculation, and these two combined results will give a fairly accurate measure of the educational efficiency of each school. The period referred to is limited to the twelve months preceding the date of the examination, and the relation is ascertained of the number of promoted pupils to the number in daily average attendance for that period :—

Number in daily average attendance,	Boys.	Girls.
Number advanced to higher classes,	170	100
Centesimal proportion,	90	55
	56	55 per cent.

These results prove that the two departments are nearly on a par as regards efficiency, and that both have done good service in the past year.

I may here observe that the "stimulating force" in these schools is much greater than is to be met with in other model schools. For in addition to the Board's grant of £15 annually for premiums, the honorable the Irish Society, with great liberality, allow £50 a year for the same purpose.

The annual public examination was held on the 23rd December, in the presence of a highly respectable and critical audience. The Moderator of the General Assembly, and most of the professors of Magee College, were present during the day. The boys' spacious school-room was tastefully decorated, under Mr. Todd's superintendence. The proceedings of the day were highly animated and interesting. The high proficiency and ready answering of the pupils often drew forth the heartiest plaudits. Their style of reading and recitation—clear, intelligent, and expressive—was deservedly admired. The performance of the singing-class, under the able direction of Mr. Speers, gave a pleasing diversity to

the proceedings, and elicited from an appreciative audience the highest marks of approbation. The infant children, under Miss Dugan, enjoyed, as usual, a large share of the popularity of the day.

In the following table the average number of pupils on rolls, and the average number in attendance, are given for the years 1869 and 1870:—

	1869.		1870.		London-derry.
	Average No. on Rolls.	Average No. in Attendance.	Average No. on Rolls.	Average No. in Attendance.	
In Boys' school, . . .	181.5	159	208.9	175.7	
" Girls' " . . .	117.2	99.4	153.3	109.1	
" Infants' " . . .	101.3	83.3	115.3	93.6	
Totals, . . .	400	332.4	457.5	369.6	

With respect to religious denominations the pupils on the rolls for the quarter ended 31st December, 1870, are distributed thus:—

	Boys.	Girls.	Infants.	Totals.
Number of Pupils on Rolls, . . .	207	128	110	453
Number belonging to the Established Church, . . .	59	38	43	140
" Roman Catholic " . . .	4	—	5	9
" Presbyterian " . . .	124	85	56	265
" Others, . . .	20	7	14	41

There is a Convent school, largely attended by girls, in Derry; also a school conducted by the Christian Brothers. The cause of the absence of Roman Catholic pupils from model schools is now well understood.

The following table shows the number of pupils in the same quarter of 1870, paying respectively the different rates of school fees:—

Rates of Payment.	Boys.	Girls.	Infants.	Totals.
5s. per quarter, . . .	104	65	43	212
2s. 6d. per quarter, . . .	72	40	53	165
1s. 1d. " . . .	31	28	22	76

The total amount of payments made in school-fees during the year 1870, was:—

	£	s.	d.
In Boys' School, . . .	141	2	4
" Girls' " . . .	83	12	10
" Infants' " . . .	67	2	3
Total, . . .	£291	17	5

With respect to the boarding department, I have to report very favourably. Its sanitary condition is satisfactory, and no case of serious illness occurred during the year. The conduct of the inmates has been good, order and discipline are well maintained.

The following changes occurred during the year in the junior staff under training:—

	Males.	Females.
Number on staff on 1st January, 1870; . . .	8	8
" admitted during the year, . . .	4	5
" who left, . . .	8	4
" in service on 31st December, 1870, . . .	4	9
" admitted to Central Training Institution, . . .	3	1
" appointed to schools, . . .	3	2
" who left for other employments, . . .	2	1

I have the honour to be, gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c., &c.

## Appendix B.

Reports  
upon  
District  
and Minor  
Model  
Schools.

Coleraine.

No. 25.—ANNUAL REPORT upon COLERAINE DISTRICT MODEL SCHOOL, for the year 1870, by A. O'CALLAGHAN, Esq., Head Inspector.

Londonderry, 30th January, 1871.

GENTLEMEN,—I have the honour to submit, for the consideration of the Commissioners, my report on the Coleraine District Model School for the year 1870.

The annual examination of the pupils commenced on the 4th December, and lasted for seven days. It was conducted, as usual, by myself and my colleague, Mr. Bole, the Inspector of the district. Every pupil was individually examined, and the answering, whether correct or not, accurately recorded in the marking sheets.

The pupils on the rolls were distributed amongst the five classes, in the proportions shown in the following statement, which exhibits, also, their average age in each class :—

Classification.	Number on Rolls.			Average Age.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
First class.	—	—	27	—	—	5·2
Second "	12	7	20	9·	9·5	6·1
Third "	33	22	—	11·	11·5	—
Fourth "	53	30	—	12·1	12·1	—
Fifth "	6	16	—	13·6	14·2	—

All were engaged in learning the ordinary branches of reading, grammar, geography, writing, and arithmetic. With respect to extra subjects, 21 were learning mensuration, geometry, and algebra; 39 book-keeping and physical science; and a large proportion received instruction in vocal music and drawing.

The Commissioners allow £15 annually for distribution in premiums amongst the most successful pupils. By far the largest portion of this sum is awarded for proficiency in the ordinary subjects of the school course. A numerical value, in proportion to its importance, is assigned to every subject, and the premiums are determined by the highest marks. The school is organized in three divisions. A minimum percentage of answering was fixed for each division, and no pupil was selected for reward whose answering fell below the required standard—which was 55 per cent. for the junior division, 60 for the middle, and 65 for the senior.

The following table exhibits the number of pupils in each class who obtained premiums under these conditions :—

	Classes—Boys.					Classes—Girls.				
	5th.	4th.	3rd.	2nd.	Total.	5th.	4th.	3rd.	2nd.	Total.
Number of pupils whose answering amounted to 80 per cent.,	—	1	—	—	1	—	—	—	—	—
" 80 and under 90,	1	1	3	—	5	—	—	—	—	—
" 70 " 80,	1	3	5	—	9	—	—	1	—	1
" 60 " 70,	2	10	6	—	18	6	3	2	—	11
" 55 " 60,	—	7	5	3	15	1	1	—	2	4
" under 55,	1	7	11	7	26	4	13	13	4	34
Total number examined,	5	29	30	10	74	11	22	16	6	55

From these figures it appears that 65 per cent. of the whole number examined obtained premiums in the boys', and 29 per cent. in the girls'

school. But this result by itself would, by no means, give a conclusive test of either the relative or the absolute merits of these two departments. The number of pupils advanced, within a certain period, from class to class must be regarded in the calculation; and these two results taken in combination will give a fairly accurate measure of the educational efficiency of each school. The period referred to is limited to the twelve months preceding the date of examination; and the relation is ascertained of the number of promoted pupils to the number in daily average attendance for that period.

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	Boys.	Girls.
Number in daily average attendance, . . . . .	68	61
" advanced to higher classes, . . . . .	40	59
Centesimal proportions, . . . . .	59	97 per cent.

These results show that, while the per-centage of promotions is much higher in the girls' than in the boys' school, the literary proficiency of the pupils in the latter is greatly in excess of that in the former. The number of promotions made in the boys' school is highly satisfactory, and is consistent with steady progress through the school programme; whereas, the number in the girls' school is excessive, and has resulted in weakness and partial failure. The infant department, under Miss McCormae, continues to be conducted with efficiency and success. The annual public examination took place on the 22nd December. There was, as usual, a large attendance of the friends of popular education. Lady Bruce honoured the school with her presence, and remained to the close of the examination. The proceedings of the day were of a very interesting character, and gave general satisfaction. On the termination of the examination, Lady Bruce kindly consented to hand the certificates of merit to the successful pupils.

In the following table the average number of pupils on rolls, and the average number in attendance, are given for the years 1869 and 1870:—

	1869.		1870.	
	Average No. on Rolls.	Average No. in Attendance.	Average No. on Rolls.	Average No. in Attendance.
In Boys' School, . . . . .	81.2	68.6	84.6	68.4
" Girls' " . . . . .	80.7	67.	78.	60.7
" Infants' " . . . . .	39.3	30.	43.2	34.3
Total, . . . . .	201.2	165.6	205.	163.4

I take this opportunity for referring to a statement made in their special report on model schools, by the Rev. Mr. Cowie and Mr. Stokes, members of the Royal Commission on Primary Education in Ireland. These gentlemen assert that, "The importance of accuracy in matters connected with registration and averages is not recognised. As an example, on examining a model, which we visited on a Saturday, and inspecting the registers, we found the average daily attendance for the week was not found in the usual manner. The school being open on Saturdays, the number of children attending on that day was small; and, so, the practice in finding the daily average was, to divide the total number of attendances for the six days by five instead of six, so as to make it appear that the average daily attendance was greater than it really was."

I refer to this statement specially in this report, because this school was visited by the two Royal Commissioners on a Saturday, and as they have unfortunately omitted to name the school in which this gross irregularity, as they aver, occurred, I at once regarded it as an important duty to examine carefully the registers and other school records referred

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to by the Commissioners. As to the registration of the pupils, the required entries as to age, occupation of parents, religious denominations, &c., had been, I found, made in a manner quite satisfactory. With regard to the records of attendance of pupils, my inquiries were extended over the last five years, in which I tested carefully the accuracy of the calculations for weekly, quarterly, and annual averages, and ascertained, beyond doubt, that these calculations had been made on the proper principles, and were perfectly correct.

I have to add that, having the superintendence of six other model schools, I made in each of them the same careful investigations, and with similar results. During the last ten years I have been officially employed in the management of seventeen model schools, and can state with confidence that in none of them have I ever met with the instance of a head teacher either so deficient in intelligence as to commit the blunder, or in honesty as to attempt the fraud, imputed to the teachers by these Commissioners.

These gentlemen proceed to make the following astounding assertion:—

"We were assured that this (falsification of averages) was done by the direction of the Inspector, and it was supposed that the plan was adopted by orders from head-quarters."

Here is a charge of the gravest character, involving the honesty and good faith, not only of the teacher and Inspector, but of the Commissioners of National Education themselves, and made, too, in a report already laid before Parliament. And, yet, notwithstanding the very grave character of the accusation, the Royal Commissioners adopted the extraordinary course of suppressing the name of the particular school to which they refer in their report. I must here confine my reference to the seven model schools, which are under my superintendence, and have to state that this assertion of the Royal Commissioners is, as regards these schools, wholly inapplicable. To all who have been, or are, officially connected with model schools, it will appear wholly unnecessary for me to assert that no such condition of things, as that reported by these gentlemen, could exist; and that their statement is founded on a very gross misconception, or inexcusable negligence.

With respect to religious denominations, the pupils on the rolls for the last quarter of 1870, are distributed thus:—

Number of pupils on Rolls,	Boys.	Girls.	Infants.	Total.
" belonging to the Established Church,	84	75	47	206
" " Roman Catholic "	17	15	6	38
" " Presbyterian "	6	14	8	28
" " Others,	52	41	30	123
	9	5	6	20

The cause of the small attendance of pupils of the Roman Catholic denomination is now universally understood.

The following table shows the number of pupils, in the same quarter of 1870, paying respectively the different rates of school-fees:—

Rates of Payment.	Boys.	Girls.	Infants.	Total.
5s. per quarter,	48	48	17	193
2s. 6d. "	36	15	24	75
1s. 1d. "	5	17	6	28

The total amount of payments made in school-fees during the year was—

	£	s.	d.
In Boys' School,	54	13	10
" Girls' "	54	10	6
" Infants' "	26	10	2
Total,	135	14	6

I have to report very favourably with respect to the discipline and decorum which have been so well preserved in the boarding department during the past year. The pupil-teachers are under the immediate direction and control of the head master, and receive adequate instruction in the morning and in the evening, outside school-hours, in the higher subjects of their prescribed course of study.

The following changes occurred during the year, in the junior staff under training:—

	Males.	Females.
No. on staff on 1st January, 1870, . . . .	4	4
" admitted during the year, . . . .	2	2
" who left . . . . .	1	—
" remaining on 31st December, 1870, . . . .	5	6
" who left for other employment, . . . .	1	—

I have the honour to be, gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c., &c.

No. 26.—ANNUAL REPORT for the year 1870, on TRIM DISTRICT MODEL SCHOOL, by M. FITZGERALD, Esq., Head Inspector.

Trim, 11th February, 1871.

GENTLEMEN,—I beg to submit for the consideration of the Commissioners of National Education the following report on the Trim District Model School, for the past year.

The school premises are in good repair, and have been kept in fair order as to cleanliness. The grounds also, which are large, have been creditably kept.

The following tables exhibit the working of the school under some of its most important aspects, and afford ready means of judging of its condition and progress:—

TABLE I.—Statistics of Attendance.

	1869. Boys.	Girls.	Infants.	Total.
Total number of individual pupils on rolls, . . . .	182	29	65	276
Average number of pupils on rolls, . . . .	118	20·7	27·0	165·7
Average daily attendance, . . . .	89·1	12·7	21·2	123
	1870. Boys.	Girls.	Infants.	Total.
Total number of individual pupils on rolls, . . . .	263	82	54	399
Average number of pupils on rolls, . . . .	141·8	20·8	30·2	192·8
Average daily attendance, . . . .	101·8	18·1	21·0	135·9

The total attendance at the school improved during the year from 276 to 399, and the average daily attendance from 123 to 136, or nearly 10·6 per cent; but it will be observed that the improvement was almost exclusively in the boys' school, in which the increase in the average daily attendance amounted to 14·2 per cent, the female and infant schools remaining almost stationary. The cause of this is the unceasing opposition given by the Roman Catholic clergy to the two latter departments, an opposition which extends in but a minor degree to the male school. Since the opening of the convent school in Trim no effort has been spared to compel the Roman Catholic parents to send their daughters and younger sons to it; and the decrease of the attendance at the model school in the female and infant departments is attributable solely to this cause.

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TABLE II.—Classification of Pupils on Rolls.

	1869. Classes.						1870. Classes.					
	1st.	2nd.	3rd.	4th.	5th.	Total.	1st.	2nd.	3rd.	4th.	5th.	Total.
Boys, .	27	63	31	28	13	162	15	63	29	63	24	203
Girls, .	—	10	11	7	1	29	—	13	7	9	3	32
Infants, .	36	29	—	—	—	65	28	26	—	—	—	54
Total, .	63	102	42	35	14	276	43	101	46	72	27	289

Comparing the classification of the pupils on the rolls in 1869 with that in 1870, there is a remarkable improvement observable in the latter year. In 1869 there were 67 per cent. of the pupils on rolls, including infants, in the junior classes, and only 33 per cent. in the third and higher classes. In 1870 exactly half the pupils were in the senior classes. Taking the boys' school, the only department in full operation, by itself, there were, in 1869, 55 per cent. of the pupils in the junior classes, and 45 per cent. in the senior classes. In 1870 these proportions had changed to 38 per cent. in the junior classes, and 62 in the senior. The corresponding per-centages in all the National schools throughout the country, taken collectively, are about 75 per cent. in the junior classes, and 25 per cent. in the senior. Comparing these with the results obtained in the model school, the contrast is very striking.

TABLE III.—Ages of the Pupils on Rolls.

Age in years.	1869.				1870.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Under 6, .	1	—	44	45	1	—	30	31
6 and under 7, .	6	—	13	19	4	—	12	16
7 " 8, .	14	—	8	22	21	—	4	25
8 " 9, .	13	4	—	17	16	4	—	20
9 " 10, .	19	5	—	24	12	2	—	14
10 " 11, .	20	3	—	23	23	7	—	30
11 " 12, .	28	3	—	31	20	4	—	24
12 " 13, .	17	4	—	21	37	5	—	42
13 " 14, .	20	5	—	25	12	3	—	15
14 " 15, .	23	2	—	25	22	4	—	26
15 " 16, .	8	2	—	10	15	3	—	18
16 " 17, .	6	1	—	7	10	—	—	10
17 and above, .	7	—	—	7	10	—	—	10
Total, .	182	29	65	276	203	32	54	289

The presence of some very young boys in the male school is accounted for by the fact that it has always been the custom in this model school to remove boys from the infant department after they have reached their fifth year. I do not myself approve of this rule, but as I found it in operation when I got charge of the school, and as it had been previously sanctioned by high authority, I did not consider it prudent to make any alteration. In other respects the pupils in the male school are well within the recognised school-going age.

TABLE IV.—Religious Denominations of Pupils on Roll.

	1869.				1870.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Established Church, .	30	26	30	86	36	26	23	85
Roman Catholics, .	151	2	35	188	164	4	31	199
Presbyterians, .	1	1	—	2	3	2	—	5
Total, .	182	29	65	276	203	32	54	289

In 1868 the Roman Catholic pupils in the female and infant schools were removed to the new convent school, then opened in Trim, by order



of the Roman Catholic clergy of the town. A few, from time to time, have returned to the model school, but only to be again withdrawn by the same directions as soon as their return became known. No such opposition exists towards the male school, though the introduction of Christian Brothers into Trim has been frequently spoken of. I have no reason to believe that the Roman Catholic parents in Trim were in any way dissatisfied with the model school; indeed, I have been frequently assured that many of them are even anxious to send their children to it; and, I need scarcely add, that the rules and conduct, the instruction and discipline of the school, are still precisely the same as they were when it was approved and fostered by those who now so persistently oppose it. If the female and infant departments have been reduced to mere skeletons it is not because of anything done, or left undone, by those charged with their management. I am bound to say I never heard of any such accusations having been made.

TABLE V.—Rates of Payment.

School.	1869.				1870.			
	6s. per qr.	2s. 6d. per qr.	1s. 1d. per qr.	Amount of School-fee.	6s. per qr.	2s. 6d. per qr.	1s. 1d. per qr.	Amount of School-fee.
Boys', .	28	36	95	£40 11 5	27	36	135	£45 8 0
Girls', .	5	9	12	6 3 10	3	11	14	5 3 7
Infants', .	—	2	31	4 9 6	—	1	48	4 11 8
Total,	31	47	158	51 4 9	30	48	197	55 3 3

Comparing the totals in the foregoing tables with the total number of individual pupils on the rolls, as given in table I, we find that there were forty pupils admitted free in 1869, and fourteen in 1870. The principle of free admission, which, so far as I am aware, prevails in this alone of all the model schools in Ireland, is inherently a bad one; and however necessary it may have been to admit free pupils when the school was established, I am convinced that the necessity no longer exists, and that it is better not only for the school, but for the pupils themselves, to insist upon the nominal payment of a penny a week, as is done in all the other model schools of the Board. It is, therefore, without regret that I see the free element gradually dying out of the attendance.

TABLE VI.—Amount of School Requisites sold at Reduced Rates.

	1869.			1870		
	£	s.	d.	£	s.	d.
Boys' School, . . . .	10	7	3½	9	5	4
Girls' " . . . .	1	5	4	1	6	1
Infants' " . . . .	0	10	10	0	12	0
Total, . . . .	12	3	5½	11	3	5

There has not been any serious fluctuation in the sale of requisites during the last two years. In 1869 the sales exceeded those of the preceding year by fully 33 per cent., an increase which I attributed in my last report, and rightly as it now appears, to the introduction of new books on the Commissioners' list. The sale of requisites, however, to the pupils in this model school is considerably below that in other model schools under my superintendence.

During the past year only one change of importance has taken place in the teachers' staff. The assistant master of the male school was removed after a tedious investigation of charges and countercharges between him and the head master. The assistant master appointed in his place discharges his duties in a fairly efficient manner. There are

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now no assistants in the female or infant schools, and the staff of paid monitors has been reduced in proportion to the decreased attendance. The pupil-teachers in the male school have conducted themselves satisfactorily during the year.

The annual examination of the model school was held in November, when all the classes were minutely and carefully examined by Dr. Conwell, the District Inspector, and myself. We made accurate records of the answering, which we preserve for reference, but which I do not think it necessary to introduce into this report. A fair proportion of the pupils acquitted themselves creditably on the several subjects of the programme. The public examination and distribution of premiums took place on the 31st of November, and was more numerously attended than has been usual in recent years.

Classes in connexion with the Science and Art Department, South Kensington, have been in operation in Trim Model School, for some years, I believe since the present system of science teaching under the department was inaugurated. These classes were taught by Mr. Frechill, the head master, with remarkable success, as will be seen from the brief statement of results furnished to me by Mr. Frechill, and appended to this report.

I have the honour to be, gentlemen, your obedient servant,

M. FITZGERALD, Head Inspector.

The Secretaries, &c., &c.

APPENDIX.—Table showing the results of Science Teaching under the Science and Art Department, in connexion with Trim District Model School.

Year in which instructions was given.	Number "passed" in each year.	Number of Queen's Filices.	Amount paid to the Teacher by the Science and Art Department.	Subjects taught.
1866	38	19	£ s. d. 75 15 0	Magnetism and Electricity.
1867	30	16	67 10 0	Acoustics, Light, and Heat.
1868	46	23	103 0 0	Geology. [Diagnosis.]
1869	49	7	93 10 0	Physiology—Electricity, and
1870	44	9	50 13 0	Physiology—Physical Geography.

Newry. No. 27.—ANNUAL REPORT, for the year 1870, on the NEWRY DISTRICT MODEL SCHOOL, by M. FITZGERALD, Esq., Head Inspector.

Newry, 22nd February, 1871.

GENTLEMEN,—I have the honour to submit the following as my report for the year 1870, upon the Newry District Model School.

The school-buildings and premises continue in good order; but the want of sufficient accommodation for the girls' and infants' schools is much felt—the girls' room in particular being frequently over-crowded. During the year a portion of the room used as a study for the pupil-teachers was partitioned off for an office for the Inspector, but the works are not yet complete.

The following tables exhibit the state of the schools, under the most important heads, for the years 1869 and 1870, by the means of which the progress of the schools during the past year can be readily and ac-

carefully measured. It is gratifying to observe that, in every instance, they afford proof of steady improvement:—

TABLE I.—Statistics of Attendance.

	1869. Boys.	Girls.	Infants.	Total.
Total number of individual pupils on rolls, .	136	146	126	408
Average number on rolls, . . . .	84.7	101.6	71.8	258.1
Average daily attendance, . . . .	68.4	82.8	51.0	202.2

  

	1870. Boys.	Girls.	Infants.	Total.
Total number of individual pupils on rolls, .	182	189	143	514
Average number on rolls, . . . .	118.5	121.4	78.9	318.8
Average daily attendance, . . . .	97.9	97.2	56.3	251.4

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The average daily attendance affords, perhaps, the best rough measure of the success of a school; it furnishes, at least, an accurate gauge of the estimation in which the school is held in the locality where it is placed. Parents, especially the parents of pupils in model schools, are very well able to judge of the merits of the school which their children attend—much better than is generally supposed—and, if we find the attendance at a school increasing, we may safely conclude that it is giving satisfaction to those most deeply interested in its welfare. Tried by this test, the success of Newry Model School is remarkable. The aggregate average attendance increased from 203 pupils in 1869, to 251 pupils in 1870, or somewhat over 23.6 per cent. The corresponding increase during 1869 over 1868 was from 153 in the latter year, to 203 in the former, or 32.7 per cent. Thus, within the short space of two years—or more strictly speaking, a year and a half, for the improvement did not set in till the middle of 1868—the average attendance increased from 153 to 251 pupils, or rather over 64 per cent. This increase is not confined to any one department, but extends to all three; it is, however, greatest in the boys' school, in which the attendance has very nearly doubled within the last two years. I am happy to say that the attendance continues to increase in the same ratio, and is now much larger than at any former period within my experience of the school.

TABLE II.—Classification of Pupils on Rolls.

	1869.				1870.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
First Class, . . . .	—	—	98	98	—	—	92	92
Second " . . . .	52	56	28	136	62	52	51	165
Third " . . . .	42	48	—	90	55	58	—	113
Fourth " . . . .	38	25	—	63	46	27	—	73
Fifth " . . . .	3	37	—	40	19	52	—	71
Total, . . . .	136	146	126	408	182	189	143	514

It will be observed that there is no first class in either the boys' or girls' school; and that there is no class higher than second in the infants' school. In order, therefore, to compare the classification in this model school with that existing in all the National schools of Ireland, we must test it as a whole, combining the three departments in one. Examining the table in this way, we find that exactly half the pupils on the rolls in 1870, were in the first or second, which may be called the junior classes, the other half being in the third or higher classes, which we may call the senior. This indicates a slight improvement over 1869, when 52.4 per cent. were in the junior, and but 47.6 in the senior classes, the proportion in the fifth or highest class being considerably higher during 1870. The corresponding classification in all the National schools of

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the country for the last quarter of 1869, as published in the Commissioners' report for that year—the only test available for comparison—showed 75·7 per cent. in the junior classes, as against 52·4 per cent. in the Newry Model School, and only 24·3 per cent. in the senior classes, as against 47·6 in the model school. Nor is this remarkable disparity to be attributed to the greater age of the pupils at the model school, for 75·7 per cent. or the proportion in the junior classes in all the schools of the country, includes all pupils up to the age of 11 years, and half of those between 11 and 12, whereas the corresponding per-centage in the model school would include all pupils up to the age of 12 years, and about one-third of those between 12 and 13 years. Or, to put the contrast more clearly, while 75·7 per cent. of the pupils in all the schools of the country is included within the limit of 11½ years of age, and while the same per-centage is in the junior classes, the proportion of the pupils in Newry Model School, within the same limit of age, is 67·6, and only 52·4 per cent. are in the junior classes. The following table shows in detail the ages of the pupils in the model school:—

TABLE III.—Ages of the Pupils on the Rolls.

Age in years.	1869.				1870.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Under 6,	—	—	81	81	—	—	84	84
6 and under 7,	1	—	25	26	—	—	33	33
7 " 8,	13	7	13	32	16	9	16	41
8 " 9,	14	11	7	32	17	16	10	43
9 " 10,	23	23	1	46	23	19	—	42
10 " 11,	23	17	—	39	40	25	—	65
11 " 12,	22	15	—	37	20	21	—	41
12 " 13,	15	26	—	41	29	25	—	54
13 " 14,	9	17	—	26	19	34	—	53
14 " 15,	7	13	—	20	7	14	—	21
15 " 16,	2	11	—	13	9	12	—	21
16 " 17,	1	2	—	3	—	8	—	8
17 and above,	5	5	—	10	2	6	—	8
Total,	136	146	126	408	102	189	143	514

It appears strange at first sight that the girls at the higher ages should be so much more numerous than the boys, for in both years the girls above 13 years old are exactly twice as numerous as the boys at the same ages. But, apart from the general tendency of girls to remain longer at school than boys, the demand for well-educated lads in the various places of business in Newry is sufficient to explain the discrepancy. The number of boys, aged 13 years and above, whose names appeared on the rolls of the schools in 1870, was 37, or 20·3 of the whole; while the number of girls, of the same age, and for the same period, was 74, or 39·2 of the entire numbers appearing on the rolls. In the infant school, a few children, in each year, were allowed to remain beyond the prescribed limit of age. I do not approve of such children continuing in the infant school, and I have given strict directions that, except on the eve of the annual examination, when it would be unjust to the children, and unfair to the school to remove them, all children shall be transferred from the infant department when they pass their seventh year. It will be seen from the table that such form but a small per-centage of the number on the rolls, and that the great majority are truly infants in the strict sense of the word.

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TABLE IV.—Religious Denomination of Pupils on the Rolls.

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		Boys.	Girls.	Infants.	Total.	Reports upon District and Minor Model Schools.
1869.	{ Established Church, . . . .	57	44	47	148	Newry.
	{ Roman Catholics, . . . .	25	14	11	50	
	{ Presbyterians, . . . .	79	73	56	199	
	{ Others, . . . .	4	15	12	31	
	Total, . . . .	156	146	126	468	
1870.	{ Established Church, . . . .	50	43	57	176	
	{ Roman Catholics, . . . .	25	21	19	75	
	{ Presbyterians, . . . .	79	89	55	223	
	{ Others, . . . .	12	16	12	40	
	Total, . . . .	183	189	143	514	

The several religious denominations in Newry are fairly represented in the attendance, except the Roman Catholic; but considering the unceasing hostility shown by the clergy of that denomination to the model school, and the fact that there is a school under the Christian Brothers and two large Convent schools in the town, the comparatively small number of Roman Catholics in attendance need not be a matter of surprise. It is gratifying, however, to be able to state that their absence is not caused by any restriction or disability imposed by the constitution or practice of the school. The number of Roman Catholic teachers employed is largely in excess of the proportion of pupils of that faith, and the same provision is made for the religious instruction of the Roman Catholic children as is made for those of the other denominations. While on this subject, I may state that not a word of complaint has reached me of any dispute arising out of or connected with differences of religious belief, or of any offensive word or act springing from the same cause, during the three years that I have been in charge of the school, and I have no doubt that if any such had occurred I would have heard of it. On the contrary, the most perfect harmony prevails both among teachers and pupils. This is especially gratifying, as party spirit, political and religious, runs high in Newry, and the period referred to has been one of unusual excitement.

TABLE V.—Rates of Payment.

		Boys.	Girls.	Infants.	Total.
1869.	{ 5s. per quarter, . . . .	35	73	39	147
	{ 2s. 6d. " . . . .	56	47	33	155
	{ 1s. 1d. " . . . .	45	26	35	106
	Amount of school-fees, £47 10s. 4d.	£73 13s. 3d.	£40 5s. 11d.	£161 9s. 6d.	
1870.	{ 5s. per quarter, . . . .	61	84	43	187
	{ 2s. 6d. " . . . .	76	68	66	210
	{ 1s. 1d. " . . . .	45	37	55	117
	Amount of school-fees, £70 6s. 4d.	£82 3s. 2d.	£41 18s. 3d.	£194 8s. 2d.	

The rate of payment is regulated in every instance by the ability of the parent to pay, not by the age of the pupil or the subjects of instruction. There are no extras whatsoever, and no distinction of any kind is made between the pupils paying the different rates. The humblest pupils, paying thirteen pence a quarter, participate in all the advantages of the school, as well as those who pay the higher rates, and receive precisely the same treatment. In a thriving town like Newry it is not surprising to find so large a proportion of the pupils paying the higher rates, which, even at the highest, are low, considering the excellent education the school affords. The fees are payable in advance, and payment is rigidly enforced within the first two or three weeks of each quarter.

## Appendix B.

Reports  
upon  
District  
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Newry.

To this we attribute, in a great measure, the remarkable regularity and steadiness of the attendance. The centesimal proportion of the average attendance to the average on rolls was as high as 78·7 for each of the last two years—in other words, of every hundred pupils on the rolls at the same time, 78 were constantly present, winter and summer, during the years 1869 and 1870. The corresponding proportion for all the schools in the country is about 50, showing a difference of 28 per cent. in favour of the model school, or of 56 per cent., if the centesimal proportions be compared. It should be mentioned that several of the pupils of the model school reside in the country, and travel a considerable distance to and from school each day.

TABLE VI.—Amount of School Requisites sold at Reduced Rates.

School.	1869.			1870.		
	£	s.	d.	£	s.	d.
Boys' . . . . .	9	19	1	20	1	5½
Girls' . . . . .	14	2	11½	24	12	7
Infants' . . . . .	1	5	6½	1	18	2½
Totals, . . . . .	25	7	7	46	12	3

The great increase in the sale of requisites in the boys' and girls' schools during 1870, amounting to 85·5 per cent. over the sales in 1869, is due primarily to the fact that a sufficient stock has been kept up by the present head master, and that the pupils can now get any article they may require without delay or disappointment. It is, of course, also a natural result of the increased attendance. In estimating the benefits conferred on the country by the system of National education, the advantage of a supply of cheap school books is too often lost sight of, in fact, a considerable proportion of the money paid as school-fees is thus returned to the pupils. The reduction made by the Commissioners ranges from one-third to one-half of the cost price; and as the books, &c., are produced at the cheapest rate, the selling price to the pupils is little more than nominal. We may estimate roughly that the amount of requisites sold in 1870 to the pupils of the boys' and girls' schools, viz., £44 14s., represents a reduction of £30 off cost price, or very nearly one-fifth of the sum, £152 9s. 6d., paid as school-fees in those schools for the same period. In other words, the parents received on the average a discount of 20 per cent. off the school-fees, in the shape of reduced prices for the books required for their children's use. In the case of pupils paying the lower rates, the per-centage of the fees so returned to the parents would of course be higher, amounting, I have no doubt, in the case of many paying the lowest rate, to very nearly the whole amount paid by them in the shape of school-fees.

The public examination and distribution of prizes took place on Friday, 29th July. The attendance was, as usual, very large, and all present manifested the greatest interest in the proceedings.

I append to this report statements showing the progress made in science and art teaching, under the Science and Art Department, South Kensington. Instruction in these branches has been but recently introduced; and, however opinions may vary as to their utility in connexion with a system of primary education, it must be admitted that the success of the pupils in this school has been very creditable. I should, perhaps, add that the science classes are taught altogether outside school hours.

I have the honour to be, gentlemen, your obedient servant,  
M. FITZGERALD, Head Inspector.

The Secretaries, &c., &c.

## APPENDIX A.

## REPORT ON SCIENCE TEACHING in the NEWRY DISTRICT MODEL SCHOOL.

*Appendix B.*  
Reports  
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Classes in connexion with the Department of Science and Art have been established in this model school, and are conducted by Mr. Watt, the head master, who is qualified to teach in three science subjects:—(1) Magnetism and Electricity; (2) Acoustics—Light and Heat; (3) Physical Geography. In magnetism and electricity he holds a first-class teacher's certificate from the Department; in acoustics—light and heat—an honorary certificate, presented instead of the bronze medal; and in physical geography, a second-class. He is also Bronze Medallist in magnetism and electricity, and in chemistry.

The class session usually begins in October and ends in May, when examinations are held by the Department. The classes are chiefly composed of the senior pupils of the boys' and girls' schools, with the pupil-teachers and monitors. Several young men from the business establishments and factories of the town also join them. To meet the convenience of the latter, a night class is held, at first on one and afterwards on two or more nights of the week. The class composed of the pupils, pupil-teachers, and monitors of the school, meet after school hours at the beginning of the session, on Wednesday evenings, but towards its close, on several other evenings of the week.

The Department grants payments for students who are not themselves, or if too young to earn their own livelihood, whose parents are not, assessed to the income-tax. Each student on whom payment is claimed must also have received not less than twenty-five lessons of three quarters of an hour's length, to entitle the teacher to payment on his behalf.

The following table shows the classification of forty-two candidates who presented themselves for examination in May, 1870, according to their social standing:—

Artisans or Labourers,	1
Persons in receipt of salaries not large enough to make them liable to Income-tax,	11
Small Shopkeepers,	4
Tradesmen and Small Farmers,	5
Pupil-teachers and Monitors,	13
Middle Class, not claimed on,	8
<b>Total,</b>	<b>42</b>

The following table shows the results of the examinations:—

Subject taught:—Magnetism and Electricity.	
Stage in which examined:—Elementary stage.	
Number of Students examined,	42
Number successful,	41
Passed in First Class,	11
„ Second Class,	30
The amount paid to the Teacher by the Department,	£51 5s.

Not less than eleven successful candidates were excluded from the claim made for payment by the teacher; eight not belonging to the industrial classes; and three not having made the requisite number of attendances.

## Appendix B.

## APPENDIX B.

Reports  
upon  
District  
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Newry.

## REPORT ON ART CLASSES in the NEWRY DISTRICT MODEL SCHOOL.

An Art night class was opened in September, 1869, by Mr. O'Brien, assistant master in the model school, which was attended by the pupil-teachers of the model school, and by several young men engaged in business in the town.

Twelve candidates presented themselves for examination in the second grade, which includes freehand drawing, practical geometry, perspective and model drawing. Some candidates chose only one subject, others two or more.

The following are the results:—

Number successful in Freehand, . . . . .	5
" " Model Drawing, . . . . .	2
" " Practical Geometry, . . . . .	2
" " Perspective, . . . . .	1
Number marked "Excellent," . . . . .	2

In the first grade, which includes freehand drawing, practical geometry, and model drawing, 147 candidates, comprising the mistress of the model school, and the male and female pupils of the ordinary school drawing class, taught by Mr. O'Brien, presented themselves for examination.

The following are the results:—

Number marked "Satisfactory," . . . . .	59
" " Proficient in Freehand, . . . . .	67
" " Excellent in " " . . . . .	11
" " Proficient in Model Drawing, . . . . .	13
" " Excellent in " " . . . . .	3

Amount paid by the Department to Mr. O'Brien, £16 6s.

Bailieboro'. No. 23.—ANNUAL REPORT for the year 1870, on BAILIEBOROUGH DISTRICT MODEL SCHOOL, by M. FITZGERALD, Esq., Head Inspector.

Bailieborough, 19th January, 1871.

GENTLEMEN,—I have the honour to submit for the consideration of the Commissioners of National Education, the following report on the Bailieborough District Model School for the past year.

I regret to say that another year has been suffered to elapse without any steps being taken to provide the increased school accommodation which has been so long and so urgently required. The matter has been repeatedly brought under the notice of the Commissioners, and I believe that a sum of money was granted, some two years ago, for the purpose of enlarging the school building, but for some cause, which I am unable to explain, the work has not been done, and the rooms—both of the male and female schools—continue greatly overcrowded. I trust that this state of things will not be allowed to exist any longer. The schools were never in a more flourishing condition than at present, and, with a constantly increasing attendance, it is a matter of justice as well as of urgent necessity to provide increased accommodation for the pupils. The following table exhibits the attendance of pupils during the last two years:—



TABLE I.—Statistics of Attendance.

		Boys.	Girls.	Infants.	Total.	Appendix B. Reports upon District and Minor Model Schools.
1869,	Total number of individual pupils on rolls,	184	184	84	452	Baillieboro'.
	Average number on rolls,	112.2	121.3	44.6	278.6	
	Average daily attendance,	84.8	89.8	33.8	207.4	
1870,	Total number of individual pupils on rolls,	211	181	71	463	
	Average number on rolls,	130.2	127.9	43.1	301.2	
	Average daily attendance,	95.4	80.2	31.8	217.4	

The remarkable discrepancy between the numbers in the infant school, as compared with those in the male and female departments, is accounted for by the fact that the infant school attendance is necessarily drawn altogether from the immediate neighbourhood of the model school, and is, in fact, confined to children living in the town of Baillieborough, while a large proportion of the pupils in the other departments comes from the surrounding country, and even from more distant localities. At the period of the last annual examinations, July, 1870, I got from the teachers of the male and female schools returns of the pupils in the senior divisions of their respective departments, showing the distance that each pupil walked to and from the model school every day. From these returns, it appears, that of fifty-four boys, then in senior division, twenty-five lived at a distance of two miles or upwards, and several of them at a distance of four miles from the school; and that, besides, there were eleven boys in attendance from more distant places, who lodged in the town for the purpose of attending. The case of the girls was even more remarkable. Of forty girls then in senior division, twenty-one lived at a distance of two or more miles, and there were in addition five girls from distant places, who lodged in Baillieborough for the purpose of attending the model school. Of the twenty-one girls referred to, twelve lived over four miles, some of them as far as five miles from the model school, and walked to and from school every day. Two girls were appointed mistresses in 1870, one of whom had walked four, and the other four and a half miles to and from school, for some years previous to their appointment. Nothing can more strongly illustrate the popularity of the school than the fact of pupils coming such distances to avail themselves of its benefits.

TABLE II.—Classification of Pupils on Rolls.

	1869. Classes.						1870. Classes.					
	1st.	2nd.	3rd.	4th.	5th.	Total.	1st.	2nd.	3rd.	4th.	5th.	Total.
Boys, .	9	32	55	61	27	184	10	37	73	63	28	211
Girls, .	9	44	56	49	25	184	7	46	55	46	27	181
Infants,	55	29	—	—	—	84	44	27	—	—	—	71
Total,	73	105	111	110	53	432	61	110	128	109	35	463

From this table it appears that in the year 1869, over sixty per cent. of the pupils of the school, including infants, were in the third and higher classes; and that the corresponding percentage was over sixty-three during the year just closed. This is considerably above the results attained in ordinary National schools, or even in model schools, but it would be scarcely fair to institute a strict comparison; for, the boys' and girls' schools being, as already stated, so largely recruited from the country about Baillieborough, the pupils are necessarily older, and consequently more advanced than in schools where the attendance is drawn from the immediate vicinity. It will be observed, however, that the numbers in the fourth and fifth classes alone form a considerably higher proportion of the whole attendance than the numbers above the second class do in the ordinary National schools.

## Appendix B.

TABLE III.—Ages of the Pupils on the Rolls.

Age in Years.	1869.				1870.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Under 6 years, . . . . .	—	—	38	38	—	—	34	34
6 years and under 7 years, . . . . .	—	—	24	24	—	—	24	24
7 " " 8 years, . . . . .	17	5	22	44	16	—	13	29
8 " " 9 years, . . . . .	13	13	—	30	18	18	—	36
9 " " 10 years, . . . . .	9	20	—	29	16	15	—	31
10 " " 11 years, . . . . .	14	23	—	37	23	21	—	44
11 " " 12 years, . . . . .	15	17	—	32	18	22	—	40
12 " " 13 years, . . . . .	23	20	—	52	19	23	—	42
13 " " 14 years, . . . . .	26	14	—	40	28	31	—	59
14 " " 15 years, . . . . .	24	20	—	44	33	13	—	46
15 " " 16 years, . . . . .	14	19	—	33	17	19	—	36
16 " " 17 years, . . . . .	13	19	—	32	8	10	—	18
17 and above, . . . . .	14	13	—	27	16	9	—	25
Total, . . . . .	184	194	84	462	211	181	71	463

The pupils aged 14 years and above form an unusually large proportion of the whole. These are chiefly young persons who have received the early portion of their education at ordinary National schools; and who, when old enough to walk the distance, come to the model school to complete it. They are generally preparing for business, or for the office of teacher. Some are candidates for appointments in the Civil Service, and some purpose proceeding to the Queen's College, Belfast—where two of them obtained scholarships within the past year. In the female school the prospect of appointment as mistresses induces many girls to prolong their stay beyond the ordinary period.

In the infant school the rule as to age is rigidly enforced, none being allowed to remain after reaching the age of seven years, except on the eve of the annual examination, when it would be manifestly unfair to insist on their removal.

TABLE IV.—Religious Denomination of Pupils on Rolls.

	1869.				1870.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Established Church, . . . . .	43	44	30	117	52	45	25	122
Roman Catholics, . . . . .	103	102	39	243	109	37	30	236
Presbyterians, . . . . .	39	28	15	92	50	38	16	104
Total, . . . . .	184	184	84	452	211	181	71	463

These numbers represent very accurately the prevailing religious denominations in the town and neighbourhood of Bailieborough. The Roman Catholics form a little over half the attendance, and the other half is pretty fairly divided between the Protestant denominations. The most perfect harmony prevails among all; and, even at times of peculiar excitement, as on the occasion of the July anniversaries, when sectarian animosity runs high in the locality, no trace of it is found to exist in the model school.

The religious instruction of the pupils is carried out chiefly by the teachers of their respective denominations. Some of the Protestant clergy attend for the purpose; but the Roman Catholic clergy keep steadily aloof from the school. They are not, however, actively hostile, and to this we may attribute the large proportion of pupils of that faith in attendance.

TABLE V.—Rates of Payment.

School.	1869.				1870.				Reports upon District and Minor Model Schools.
	6s. per qr.	5s. 6d. per qr.	1s. 1d. per qr.	Amount of School-fee.	6s. per qr.	5s. 6d. per qr.	1s. 1d. per qr.	Amount of School-fee.	
Boys' . .	33	69	82	£48 15 3	30	93	88	£30 17 11	Baileiborough'.
Girls' . .	11	73	100	41 3 10	9	70	102	46 14 8	
Infants' .	2	28	54	12 17 10	4	24	43	12 18 4	
Total,	46	170	236	101 1 11	43	180	231	104 10 11	

The foregoing table shows clearly how well this model school fulfils its functions as a school of primary instruction for the independent poor. By the rule of the Commissioners, the wisdom of which cannot be too highly commended, no pupils are, under any circumstances, admitted free; but the rates of payment are fixed so low as to be within the reach of all; the lowest rate being only one penny per week. At this nominal rate, which is still further reduced by the cheap price at which books and other requisites are supplied, over half the pupils at Baileiborough Model School are admitted, while barely one-tenth of the pupils on the rolls are charged as high as five shillings per quarter, or little over fourpence half-penny per week. This forms a complete answer to the charge so often brought against the Board's model schools, that they are schools only for the benefit of persons so independent as to be able to afford to pay high rates for the education of their children. If there be such in Baileiborough Model School, they form at the very outside but one-tenth of the whole attendance; and, even granting that all the pupils paying the highest rate belong to that class, which is far from being the case, would not their presence in the school be, in many ways advantageous to their humbler school-fellows? If pupils of a higher social class do frequent model schools, and that they do so is entirely contrary to my experience, they must enter them on exactly the same footing as the poorest child on the rolls; receive exactly the same instruction, and be subject to exactly the same rules and discipline. For my own part, I confess I should be glad to see many such pupils not only in model schools, but in the ordinary National schools throughout the country, where they would get a far sounder education than they now receive in more pretentious schools; and where they and their humbler fellow-countrymen might learn to know and love one another.

TABLE VI.—Amount of Requisites sold at Reduced Rates.

	1869.			1870.		
	£	s.	d.	£	s.	d.
Boys' School, . . . .	16	8	6½	17	10	7½
Girls' " . . . .	12	8	6	12	16	1
Infants' " . . . .	1	7	5	1	14	0
Total, . . . .	30	9	5½	32	0	8½

The sale of books, &c., to the pupils has been very steady during the past two years. The head master always has a sufficient stock on hands, and the pupils buy readily all that they require. It should be borne in mind that the price at which school requisites are sold to the pupils of National schools is not much more than half, certainly not more than two-thirds, of the cost of production; and that, further, they are procured by contract in large quantities, and consequently at the lowest possible rate by the Commissioners. Thus the sum of £32 by no means represents the value of the books, &c., sold during 1870—indeed, I doubt, if the pupils had to purchase in the ordinary course of trade, whether the same quantity of requisites could be bought for much under £100.

## Appendix.

Reports  
upon  
District  
and Minor  
Model  
Schools.

## Baillieboro.

The annual examination of the model school was held by Mr. Simpson, District Inspector, and myself, during the first week in July. We examined the classes as usual, in detail, on every subject of the school course, and recorded the answering of every pupil, so as to be able to award the premiums granted by the Commissioners. The results of the examination were eminently satisfactory; the pupils were well prepared, and had made good progress during the year.

The public distribution of prizes took place on the 8th of July, and was largely attended by the parents and friends of the pupils, and by many of the local clergy and gentry, all of whom appeared to take the warmest interest in the proceedings and in the welfare of the school.

The science classes in connexion with Baillieborough model school have long held a foremost place in the annual examinations held under the auspices of the Science and Art Department, South Kensington. More recently an Art class under the same Department, has been formed, with marked success. I attach in the Appendix, reports on both these classes, showing their progress from the commencement. The instruction is given entirely outside school hours, and the attendance of the pupils is perfectly voluntary.

In conclusion, I have much pleasure in stating that Baillieborough Model School continues as efficient as in former years, and commands, as hitherto, the confidence of all within the sphere of its influence.

I have the honour to be, gentlemen, your obedient servant,

M. FITZGERALD, Head Inspector.

The Secretaries, &c., &c.

## APPENDIX A.

## REPORT on the SCIENCE CLASSES in connexion with BAILIEBOROUGH DISTRICT MODEL SCHOOL.

Classes in connexion with the Department of Science and Art were opened in the year 1867 by Mr. Doherty, the head master of the model school, and in each succeeding year up to the present science classes have been formed and conducted by him. Mr. Doherty holds four first-class teacher's certificates from the Department—one in each of the following subjects:—(1) Acoustics, Light and Heat; (2) Magnetism and Electricity; (3) Mathematics; (4) Physical Geography. He is also Queen's Gold Medallist in acoustics, light and heat, magnetism and electricity, and Bronze Medallist in inorganic chemistry.

The science class session commences usually in November and terminates in May, when the science examinations are held by the Department. At first the classes meet on Saturday's only, afterwards on several other evenings of the week; but in all cases the class meetings are held outside school hours. The classes are chiefly composed of the senior pupils (boys and girls) with the monitors and pupil-teachers of the model school. Several National teachers, and other young men and women from the surrounding district have also joined them.

The Department grants payments for students of the "industrial classes" only, such as artisans, small farmers, shopkeepers on a small scale, tradesmen and others not assessed to the income-tax. Nearly all the members of the Baillieborough science classes come within this definition so that only three or four students have been excluded in each year from the claim for payments.

The following is a classification of the students whose names appear on the science class rolls for the year 1870, according to the categories laid down by the department as descriptive of the industrial classes. In the case of pupils at school, the occupations of the parents are taken :—

*Appendix B.*  
Reports  
upon  
District  
and Minor  
Model  
Schools,  
—  
Baillieboro'.

Artisans or Labourers.	Persons in receipt of Salaries not large enough to render them liable to Income Tax.	Small Shopkeepers not assessed to Income Tax.	Tradesmen and small Farmers.	Teachers of Elementary Schools, Pupil Teachers, and Monitors.	Middle Class excluded from preceding, and not claimed on.	Total on Rolls.
7	6	11	66	29	3	122

The results of the science examinations of the Baillieboro' classes for each year are given in the following tables :—

## 1867.

Subjects Taught.	Number in Class.	Number examined.	Number successful.	Classification of successful Candidates.					Medals.
				Class.					
				1st.	2nd.	3rd.	4th.	5th.	
Physical Geography.	86	65	53	3	8	12	25	5	None gained this year.
Elementary Mathematics.	28	22	20	4	3	3	4	6	

## 1868.

Subject taught—Acoustics, light and heat.

Number in Class.	Number examined.	Number successful.	Classification of successful Candidates.					Medals.
			Class.					
			1st.	2nd.	3rd.	4th.	5th.	
84	61	50	22	7	8	5	8	A Certificate for Gold Medal. The Gold Medal. [Sol. The Silver Medal.

Four medals, one gold, one silver, and two bronze were offered by the Department in this subject for the competition of all the classes in the United Kingdom. The three first places were taken this year by members of the Baillieboro' class. Twenty-two of the Baillieboro' students gained first-class in this examination, while no other class in the United Kingdom obtained more than three first-class places.

## Appendix B.

1869.

Reports upon District and Minor Model Schools.

Baillieboro'.

Subjects Taught.	Number in Class.	Number examined.	Number successful.	Successful in					Medals and Honours.
				Advanced Paper.		Elementary Paper.			
				1st C.	2nd C.	1st C.	2nd C.	3rd C.	
Magnetism & Electricity,	120	63	46	-	-	18	16	12	Candidates not eligible for Medals this year in this subject. 2 "Honours," 1st Class. The candidates obtained 2nd and 3rd places respectively in the United Kingdom.
Physical Geography,	120	47	35	-	12	2	1	18	

A change was made this year in the system of examination. First year students in a subject were required to take the "Elementary Paper," and were not allowed to compete for medals. The "Table of Results" also did not distinguish the successes of the first year candidates according to their respective schools. No comparison can therefore be made of the answering of the elementary students for this year.

1870.

Subjects Taught.	Number in Class.	Number ex- amined.	Number suc- cessful.	Successful in				Medals.
				Advanced Paper.		Elementary Paper.		
				1st C.	2nd C.	1st C.	2nd C.	
Magnetism and Elec- tricity, . . .	123	60	50	14	6	10	20	The Silver Medal.
Pure Mathematics, .	30	25	18	Second Stage.		First Stage.		
				1	12	2	3	

The medals in the subject of magnetism and electricity were this year reserved for "further competition." Fourteen candidates in this subject were selected from the different classes, brought up to London, and subjected to the additional test of a *visd voce* examination by the examiner in science. The Baillieboro' candidate took second place and obtained the silver medal.

The following are the net amounts paid in each year by the department to the teacher of the Baillieboro' science classes:—

Year 1867,	.	.	.	.	£123	5	0
" 1868,	.	.	.	.	126	0	0
" 1869,	.	.	.	.	102	0	0
" 1870,	.	.	.	.	88	5	0
Total,	.	.	.	.	£439	10	0

## APPENDIX B.

Appendix B.

## ART CLASS, BAILIEBORO' MODEL SCHOOL.—RESULTS of the EXAMINATION OF 1870.

Reports upon District and Minor Model Schools.

The second or advanced grade comprises the subjects of freehand drawing, practical geometry, perspective, and model drawing.

The number of individual pupils examined in this grade was 20. Some of these went in for examination in the whole of the subjects, others chose one or more of them. The following are the results:—

Number successful in Free-hand Drawing, . . . . .	6
" " Practical Geometry, . . . . .	11
" " Perspective, . . . . .	8
" " Model Drawing, . . . . .	6

The number marked "excellent" in the respective subjects in which they passed was 11; and one pupil obtained an "Art student's certificate."

In the first or elementary grade, the subjects are freehand drawing, practical geometry, and model drawing.

The number of individual pupils examined in one or more of the subjects of this grade was 109. The following are the results:—

Number marked "Satisfactory," . . . . .	33
" " "Proficient in Free-hand," . . . . .	50
" " "do. in Geometry," . . . . .	14
" " "Excellent," . . . . .	15

The amount paid by the Department to Mr. M'Cotter, the teacher of the Art class for the year 1870, was £18 10s.

## APPENDIX C.

Appendix C.

## GENERAL REPORTS OF HEAD INSPECTORS, ON SCHOOLS INSPECTED AND TEACHERS EXAMINED DURING THE YEAR 1870.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

*The Commissioners, while publishing the General Reports of their Head Inspectors, desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in those Reports, nor do they feel called upon to adopt any suggestions they may contain.*

John E. Sheridan, Esq.

## No. 1.—GENERAL REPORT for the year 1870, by JOHN E. SHERIDAN, Esq., Head Inspector of National Schools.

Dublin, March, 1871.

1. GENTLEMEN,—I have the honour to submit, for the information of the Commissioners of National Education, this my general report for the year 1870.

In the course of the year I made 268 visits to National schools, discharged the various other duties appertaining to my office, travelled 5,892 miles at an expense to the Commissioners of somewhat less than 3d. per mile, and spent 147 nights away from my official centre.

M 2

Appendix C. 2. The ten districts comprising my circuit, contained, on the 31st December, 1870, 1,015 National schools, viz:—

Head In-  
spectors'  
Reports on  
Schools In-  
spected and  
Teachers  
Examined.

John E.  
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esq.

District.	Ordinary National Schools.	Convent National Schools.	Poor Law Union and Gravel Schools.	Evening Schools.	Model School Depart- ments.	Totals.
37. Celbridge, . . .	98	6	4	1	—	109
38. South Dublin, . .	63	8	2	5	6	84
39. Carlow, . . .	88	6	1	—	—	96
40. Wicklow, . . .	89	9	2	—	—	100
41. Portlinton, . . .	85	8	4	2	—	99
42. Thurles, . . .	107	2	3	—	—	112
44. Athy, . . .	91	3	2	1	3	100
46. Tipperary, . . .	111	2	2	—	—	115
47. Kilkenny, . . .	94	2	3	—	3	102
50. Enniscorthy, . . .	86	6	3	—	3	98
Totals, . . .	913	52	26	9	15	1,015
No. of Schools on 31st December, 1869, . .	905	51	26	7	15	1,004

In the 15 model school departments I have included the three belonging to the West Dublin Model School, which, although not under my superintendence, is situated within the limits of my circuit.

In the 913 ordinary National schools I have also included 23 schools which were not in operation at the close of the year. Some of these were on the suspended list, some were only temporarily closed pending the appointment of teachers, and the rest were building cases. The number of ordinary National schools, therefore, in actual operation at the close of the year 1870 was 891, and of these—

283 were boys' schools.  
221 " girls' "  
357 " mixed "

119, or 13·3 per cent., were under first-class teachers.  
308, or 34·6 " " second-class "  
403, or 45·2 " " third-class "  
61, or 6·9 " " probationary "

At the close of 1869 there were 890 ordinary National schools in actual operation in the same districts, and of those—

118, or 13·3 per cent., were under first-class teachers.  
316, or 35·5 " " second-class "  
406, or 45·6 " " third-class "  
50, or 5·6 " " probationary "

The per-centages of the two years do not differ materially, but the fact that the number of probationary *principal* teachers has increased by eleven, is not an encouraging symptom.

3. (a.) Of the 119 first-class teachers' schools, I inspected and fully examined 21 in the course of the year 1870. Of these 21 schools—

6 were under teachers in 1st division of 1st class.  
8 " " 2nd division of 1st class.  
7 " " 3rd division of 1st class.

In these schools, the gross average number on rolls for the twelve months preceding the dates of my visits was 2,613·2 (= 124·5 per school); and the gross average daily attendance was 1,484·7 (= 70·7 per school). The centesimal proportion of the average attendance to the average on rolls was 56·8.

The gross number on rolls, at the time of my visits, was 2,645 (= 126



per school), and the gross number actually present was 1,361 (= 65.0 per school), the centesimal proportion being only 51.5.

(b.) Of the total number on rolls at the dates of my visits, 73.3 per cent. were in the *junior* classes (First and Second Books), and 26.7 per cent. in the *senior* classes (Third, Fourth, and Fifth Books); and of the total number found present, 70.4 per cent. were in the *junior* classes, and 29.6 per cent. in the *senior*. In only 6 of the 21 schools did I find a *fifth* class, and in one I found no class higher than the third.

(c.) The teaching staff in these 21 schools comprised—

21 Principal Teachers,  
26 Assistant Teachers,  
31 Paid Monitors,

Total, . 72

being equivalent to 3.4 individuals for each school, or *one for every 21 pupils in average daily attendance*.

(d.) The rate of progress in these first-class teachers' schools, as measured by the number of promotions from class to class which had taken place within the twelve months preceding my visits, was by no means satisfactory, the total number of such promotions averaging only 38 per school, or 53.5 per cent. of the average daily attendance. At this rate of progress, the average time required by each pupil in these schools to complete the ordinary school course, would be about *eight years*. But the average number of promotions per school (38) was thus distributed:—

From 1st class into 2nd class,	21
" 2nd class into 3rd class,	12
" 3rd class into 4th class,	4
" 4th class into 5th class,	1

Hence, it is clear that, at the rate of progress indicated, the vast majority of the pupils could never pass the third class. *A more forcible argument in favour of the speedy introduction of the system of payment for results could not, in my opinion, be adduced.*

(e.) The general character, as regards efficiency, of these 21 schools may be thus stated:—

3 were good schools,  
1 was very fair,  
10 were fair,  
6 were middling,  
1 was unsatisfactory.

4. (a.) Of the 308 second-class teachers' schools, I inspected and fully examined 57, whereof, 32 were under teachers ranking in first division of second class, and 25 under teachers in second division of second class.

In these 57 schools, the gross average number on rolls for the previous twelve months was 5,257 (= 92.2 per school), and the gross average daily attendance, 3,820.4 (= 49.5 per school), the centesimal proportion of the latter to the former being 53.6.

The gross number on rolls at time of inspection was 5,278 (= 93.0 per school), and the gross number of pupils found present, 2,513 (= 44.0 per school), the centesimal proportion being 47.6.

(b.) Of this total number on rolls, 74.5 per cent. were in the *junior* classes, and 25.5 in the *senior*; and of the total number found present, 73.1 were in the *junior*, and 26.9 in the *senior* classes. In only 4 of the 57 schools did I find a *fifth* class, while, in five, the third class was the highest.

Appendix C.  
Head Inspectors' Reports on Schools Inspected and Teachers Examined  
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## Appendix G.

Head In-  
spectors'  
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spected and  
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(a.) The teaching staff in these schools comprised—

57 Principal Teachers,  
28 Assistant Teachers,  
43 Paid Monitors,

Total, . 128

which would give an average of about 2·3 per school, or *one teacher for every 22 pupils in average daily attendance.*

(d.) The rate of progress from class to class in these second-class teachers' schools, was still more unsatisfactory than that in the first-class teachers' schools; for the total number of promotions in twelve months gives an average of only 23 per school, or *47 per cent. of the average daily attendance.* These 23 promotions were thus distributed:—

From 1st class into 2nd class, . . . . .	13
" 2nd class into 3rd class, . . . . .	7
" 3rd class into 4th class, . . . . .	3

At this rate of progress, the average time required by each pupil in average daily attendance, to complete the school course, could not be less than *nine years*; but, having regard to the paucity of promotion into fourth class, it is evident that the vast majority of the pupils could never reach that class.

(e.) As regards general efficiency, I would classify these 57 schools thus—

8 were very fair schools,  
17 were fair,  
16 were middling,  
16 were more or less unsatisfactory.

5. (a.) Of the 403 third-class teachers' schools, I inspected and fully examined 66, whereof 48 were conducted by teachers in first division of third class, and 18 by teachers in second division of third class.

In these 66 schools, the gross average number on rolls for twelve months was 5,448 (= 82·5 per school), and the gross average daily attendance, 2,905 (= 44 per school); the centesimal proportion being 53·3.

The gross number on rolls at the time of inspection was 5,478 (= 83 per school), and the total number of pupils found present in the schools was 2,574 (= 39 per school); the centesimal proportion being 46·9.

(b.) 76·1 per cent. of the total number on rolls in these schools were in the junior classes, and 23·9 per cent. in the senior; and of the total number present, 75 per cent. were in the junior, and 25 per cent. in the senior classes. In only one of the 66 schools did I find a fifth class; in twelve, the third was the highest class; and in four, there was no class higher than the second.

(c.) The teaching staff in these schools comprised—

66 Principal Teachers,  
23 Assistant Teachers,  
29 Paid Monitors,

Total, . 118

being equivalent to about 1·8 for each school, or *one for every 25 pupils in average daily attendance.*

(d.) The rate of progress from class to class in these schools was very unsatisfactory, the promotions within twelve months averaging only 16 per school, or about 35·5 per cent. of the average daily attendance. Of these 16 promotions—

9 were from 1st class into 2nd class,	
5 " 2nd " 3rd "	
2 " 3rd " 4th "	

At this rate of progress from class to class, each pupil in average daily attendance would require at least twelve years to complete the school course.

(c.) As regards general efficiency, these 66 schools may be thus classified—

4 were very fair schools,  
9 were fair,  
31 were middling,  
22 were more or less unsatisfactory.

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6. (a.) Of the 61 probationers' schools, I inspected and fully examined 12, in which the gross average on rolls for twelve months was 810 (= 67.5 per school), and the gross average daily attendance 385 (= 32.1 per school); the centesimal proportion being 47.4.

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The gross number on rolls at the time of inspection was 859 (= 71.6 per school), and the total number of pupils found present was 375 (= 31.3 per school), the centesimal proportion being 43.6.

(b.) 79.5 per cent. of the number on the rolls in these schools, and 73.8 per cent. of the number present, were in the junior classes. In 9 of the 12 schools there was a fourth class; in the other, there was no class higher than third.

(c.) The teaching staff in these 12 schools comprised 13 individuals, being one teacher for about 30 pupils in average daily attendance.

(d.) The rate of progress from class to class in these schools gave an average of only eight promotions in each within twelve months, which was equivalent to about 25.4 per cent. of the average daily attendance. At this rate of progress, each pupil in average daily attendance would require about sixteen years to complete the regular school course.

(e.) As regards general efficiency, the state of six of these schools might be described as middling, and the rest, as more or less unsatisfactory.

I have the honour to remain, gentlemen, your obedient servant,

JOHN E. SHERIDAN, Head Inspector.

The Secretaries, &c., &c.

NO. 2.—GENERAL REPORT for the year 1870, upon SCHOOLS INSPECTED AND TEACHERS, &c., EXAMINED, by J. G. FLEMING, Head Inspector.

J. G. Fleming, Esq.

Belfast, January, 1871.

GENTLEMEN,—I beg to submit, for the information of the Commissioners, the following general report for the year 1870.

As I have on other occasions given full details regarding the condition of the school-houses, and the progress of education in the ten districts which are under my superintendence, I shall, for the present, restrict my remarks to those points which will, I believe, clearly exhibit the character and amount of the instruction given in the schools which I fully inspected during the past twelve months. To do this effectually I shall give the number of children examined by me, the results of their answering, and the per-centage of pupils in each class.

Of the 110 National schools which I inspected during the past twelve months, 67 were mixed schools, in which the attendance consisted of boys and girls; 22 were attended by boys only; and in 21, under mistresses, girls only were admitted as pupils. Eighty-two of the principal teachers of these schools had been trained in the Central institution, Dublin. Their career has, on the whole, been successful, and, I believe, they have done much to advance the interests of education in their respective spheres of duty. By this, however, I do not mean to convey

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that the untrained teachers have, as a class, failed to bring their pupils up to the standard of proficiency, as set forth in the official programme. Far from it. In fact, the success which has rewarded their labours might have been anticipated from the excellent education they had received in well-organized and thoroughly efficient schools, conducted in accordance with the most approved methods of instruction. Of course this broad statement is subject to exceptions, but I take this opportunity to state that they are not at all numerous. I have further to remark that many of the vacancies which occur from year to year in the rank and file of the teaching staff, are filled up by pupil-teachers and paid monitors, who are, for the most part smart, intelligent young persons, well qualified for their calling by a sound, practical knowledge of the business of teaching. Although comparatively few of them have been trained, they have, nevertheless, proved themselves very efficient teachers, as appears from the answering of their classes, which I subjected to a very searching examination. In making this statement, however, I do not, in the slightest degree, question the benefit which all young teachers may and, I believe, do derive from a technical systematic course of training.

The following figures show at a glance the character of the pupils' attendance :—

Number of schools inspected in detail during the year, . . . . .			110
Number of pupils present at examination, . . . . .	Boys.	Girls.	Total.
on rolls, . . . . .	8,488	2,990	6,478
Per-centage of attendance to every 100 on rolls, . . . . .	6,587	5,450	11,987
			54½

This per-centage agrees very closely with the corresponding returns of the teachers—a strong proof that their accounts have been truthfully kept. In some schools, indeed, I noticed omissions and errors in the roll books and registers, but they were not of a serious character, and I did not therefore recommend any special official action in reference to them. These were very exceptional cases, for, speaking generally, the school accounts kept by the National teachers are, both as regards accuracy and neatness, very creditable documents. I have the strongest assurance for stating that the statistics drawn from them may be received with the utmost confidence. In one case, however, an Inspector brought a charge of wilful falsification of accounts against a teacher in his district. But this happened through a misconception of facts, as, on inquiry, I found there was no foundation for the charge. I may add, that the attendance at this teacher's school was always very considerable. Hence, apart from other and more weighty reasons, he had nothing to gain by over-stating the number of his pupils.

Bearing in mind the comparatively prosperous condition of the people in most parts of Ulster, the per-centage of children, out of every 100 on rolls, attending school cannot be looked upon as satisfactory. It is true that in the manufacturing districts (and they must count for a good deal) two children, or, as they are called, "*half-timers*," only reckon as one pupil, because they are under instruction only for two, or at most, two and a half hours daily. Hence, the actual average attendance is somewhat larger than what I have returned. This, however, is a point of no importance, for these "*half-timers*" learn so little at school that, dealing with educational results, they may be altogether left out of consideration. I deem it unnecessary to dwell on this unpleasant topic, as in my last report I drew special attention to the wretched condition of these poor children which, I regret to state, shows no indication of improvement. These remarks mainly apply to half-timers in large towns. Children who work in mills established in open rural districts are generally strong

and healthy, and can therefore reap some advantage from the instruction they get at school. But I hope the time is not far distant when no child will be allowed to work who cannot, *at least*, write short words on paper, do sums in the simple rules, and read tolerably well easy lessons, such as those in the first hundred pages of the Board's Second Book. This would, of course, amount, although indirectly, to compulsory attendance at school. But some regulation of the kind is necessary, in order to bring within the influence of the teacher and the discipline of the school a considerable number of the class of children for whose benefit and lasting improvement large sums of money are annually granted for educational purposes. Whatever difference of opinion may exist as to education questions generally, there can, I think, be none as to the results of such an experiment, if properly carried out. The facts are so broadly marked and outstanding that no ambiguity whatever stands in the way of clear and unembarrassed conclusions. At the same time, our educational prospects are not, by any means, disheartening. Public instruction has taken a higher form, and given to the interests of the common school a national value. Our condition is, perhaps, transitional, and to some extent experimental; still, speaking from personal knowledge of facts, I believe encouraging results are gradually appearing. In this opinion most people who remember the state of the National schools some twenty years ago, will probably concur.

The school-houses and premises in connexion with the Board in my group of districts are, speaking generally, commodious, well lighted, and sufficiently ventilated. They are also amply supplied with books, stationery, and maps. But, on looking over the entries in my note-books, I find that some ten or twelve of the 234 school-houses which I visited during the past twelve months were, from one cause or another, unsuitable for educational purposes. In one of these cases the manager has refused to take any steps to have the defects, so frequently brought under his notice, remedied, or even mitigated. In consequence of this neglect, the teacher who had charge of the school to which I now refer, has been obliged to resign from ill-health. And no wonder—her small, badly-ventilated school was usually so over-crowded with children, that the air which she was obliged to inhale during many hours of the day soon became, from its foulness, very oppressive and unhealthy. This, I am bound to state, is a most exceptional case, as I find that managers do all in their power to keep their school-houses in good repair, and to remove any defects which the Board's Inspectors happen to bring under their notice. It is also gratifying to know that several excellent school-houses have been built within the past few years in places where they were much wanted, and that the number of unsuitable school buildings I met with was, comparatively speaking, so small, although I travelled over a very large extent of country in the discharge of my official duties. In illustration of this, I beg to refer to the annexed summary:—

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Head Inspectors' Reports on Schools Inspected and Teachers Examined.

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No. and Name of District.	No. of Schools fully inspected.	No. of Schools visited incidentally.
4. Ballymena, . . . .	7	13
8. Belfast, North, . . . .	10	17
9. Belfast, South, . . . .	16	15
10. Newtownards, . . . .	14	13
11. Lurgan, . . . .	13	20
15. Dungannon, . . . .	9	15
16. Armagh, . . . .	15	23
17. Downpatrick, . . . .	17	7
18. Moaghgan, . . . .	5	-
23. Carran, . . . .	5	-
Total, . . . .	110	124

Appendix C. The following figures show the classification of the children present on the days of my inspection:—

Head Inspectors' Reports on Schools Inspected and Teachers Examined.	Total number present, . . . . .		6,476
			Per-centage.
	Number in First Class, . . . . .	2,570	39·6
	" Second Class, . . . . .	2,269	35·2
	" Third Class, . . . . .	1,140	17·6
	" Fourth or Fifth Class, . . . . .	497	7·6

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It is in place to mention that I was almost wholly engaged from the beginning of January till the 9th of February in preparing my general report for 1869, and in writing special reports on the six model schools under my superintendence. Moreover, I inspected but four schools from the 24th November till the 31st December last, as I was during this time busied with the classification of teachers, and the yearly preliminary and public examination of pupils in Belfast and Lurgan Model Schools. At these periods of the year the number of pupils in the higher classes reaches its maximum. Hence the foregoing per-centages can only be looked upon as close approximations to the truth; for had I devoted a considerable part of my time to inspection of schools in December and January, I would very likely have found present upwards of 30 per cent. of the children belonging to third and fourth classes.

*Reading.*—Comparatively few pupils in the advanced division broke down in reading; but, on the other hand, really good reading is not met with in many National schools. This is easily accounted for by taking into consideration the class of children educated in the ordinary National schools, and, bearing in mind their habitual irregularity of attendance, their confirmed indistinctness of enunciation, and other drawbacks, their style of reading is as good as can be reasonably expected under such unfavourable circumstances. For instance, a fair proportion of these children read passages taken from their respective lesson books in such a way that I could readily catch the meaning of the different sentences without looking at the book, and without any unpleasant stretch of attention on the part of the listener. These are essential qualifications, and, in my opinion, go far to constitute what may be regarded as satisfactory reading for the sort of children now under consideration. Of course a higher standard of proficiency is exacted in model schools, as can be seen from my special reports on those institutions.

In the 110 schools which I fully inspected, I found 6,476 children in attendance. Of this number, 2,862, about 44 per cent., read correctly in Second Book or more advanced class books; 1,721 read such lessons as "*Robinson Crusoe*," "*John Gilpin*," "*Foreign Fruit*," &c., with ease and tolerable accuracy, that is, they very seldom faltered or stopped to spell any of the hard words, and their tone of voice was, on the whole, clear and audible; 1,141 read with fluency and distinctness several passages in third or fourth class books. Hence, 3,614 were either in first class or so backward in second class that if they were now permanently withdrawn from school they would, in all likelihood, soon forget whatever they have already learned. But as they are, with some trifling exceptions, very young children (their average age does not, I believe, much exceed seven years) they will, for the most part, attend school for the next three years or thereabout, not very regularly, indeed, but still sufficiently so as to enable them to read pretty well in Third or perhaps Fourth Book. I say pretty well, for in their case, peculiarities of accent, provincialisms and occasional mistakes in pronouncing the vowel sounds are slight defects which may be overlooked. The truth is, matters of far greater importance will tax the teacher's time

and energy to the utmost. If experienced in his calling he will know that home influences make the vernacular dialect too strong to be sensibly modified by a few reading lessons or exercises in pronunciation, no matter how hard he may work to achieve such a result. The sub-joined figures show the results just referred to and the usual percentages :—

Total number present at examination,	6,476	Per cent.	Head In- spectors
Able to read correctly in Second Book,	1,721	27 nearly.	Reports on Schools In- spected and Teachers Examined.
" any of the higher books with ease and accuracy, . . . . .	1,141	17-6	J. G. Fleming esq.

Writing from dictation forms an essential branch of instruction in every National school, no matter how humble its aims may be in other respects. At first, exercises from dictation were only given to pupils in third and fourth classes. But now, in a large number of our schools, the children in the highest divisions of second class write from dictation remarkably well. This I ascribe in a very great degree to the fact that they had been accustomed for a long time to transcribe passages from their lesson books. This excellent practice has, in a manner, trained the eye to assist the learner in acquiring the power to spell well; and teachers who have followed this plan do not, I believe, regret the result. For it often happens that children who can spell, *orally*, difficult words of three, four, and even five syllables, when writing from dictation, misspell many comparatively easy words. Moreover, the same mistakes are made by several pupils in the same class. But the practice of keeping a list of those words is very seldom adopted, although they would afford useful materials for a special lesson for repetition at the end of every two or three weeks. Of 2,657 exercises from dictation, written in my presence, between fifty and sixty per cent. were correctly spelled, that is, in a passage of some forty words taken from the Board's Third Book, I did not detect more than two mistakes. This is, I feel, a rather vague statement, but it admits of illustration. For instance, I very often gave the following passage as a dictation exercise for pupils in third or fourth class :— "The courage of the lion diminishes, and his caution and timidity are greater, as he approaches the habitations of man. Being acquainted with the power of their arms he loses his natural fortitude to such a degree as to be terrified at the sound of the human voice." For children in the highest division of second class, I selected the following sentence, or one fully as testing :— "The water-lilies grow beneath the stream; their broad leaves float on the surface of the water. The wall-flower takes root amidst the hard stones, and spreads its fragrance amongst broken ruins." I think that any pupil in third or fourth class who wrote out the first of these extracts without making more than two mistakes may be returned as "*being able to write well or correctly from dictation.*" I believe the same may be said, but, of course, relatively, of the children in the advanced division of second class who exhibited corresponding proficiency in their dictation exercises. When marking them I did not take into consideration the character of the penmanship, as my object was to test the pupils in this branch of my examination in spelling only.

Writing continues to engage the teacher's attention, a point of vital importance, as in a good many schools the children still write very badly. This, indeed, is partly owing to the indiscriminate and exclusive use of lithographed and printed head-lines, which, in the case of young children (mere beginners, in fact), does not secure adequate improvement for the time devoted to the daily writing task. They should, whenever

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practicable, be trained to copy on paper letters and short words written on the black board in large, bold, and well-proportioned characters. Some excellent teachers have for many years past pursued this plan, and I am in a position to state, that their labours have, in this respect, been crowned with success. Doubtless the very careful supervision which they always exercised over their writing classes contributed a good deal to the superior style and finish of their pupils' handwriting.

The following short table exhibits the proficiency of the pupils in writing from dictation and penmanship:—

		Per-centage.
Total number examined in writing from dictation,	2,963	
Able to write correctly from dictation,	1,323	44.5
Total number examined in writing,	3,427	
Able to write fairly on paper,	1,220	35.5
Able to write an excellent hand,	408	11.9

*Arithmetic.*—This branch receives all the attention which its importance and usefulness deserve. Notwithstanding the irregularity of the attendance at most schools, the proficiency of the several classes in the elementary and money rules, and, to an appreciable extent, in simple proportion was, on the whole, satisfactory. I was much struck with the readiness and accuracy with which so large a proportion of the children in second class wrote down from dictation such numbers as 91,910; 112,101; 120,112, &c. This showed that they had acquired a good, practical knowledge of notation, a fact very creditable to their teachers, as the average age of those children was not much above eight years. I have to add that very few pupils in the higher classes failed to set down numbers to seven places of figures. On the other hand, the young children in first class receive very little instruction in arithmetic. They should be required to copy and set down figures, and do sums in simple addition, and these exercises should form a regular part of their daily school business. That portion of the Board's programme which refers to this subject (in connexion with pupils in first class) is, in many cases, very imperfectly observed. But when I take into account the general answering of the children in junior and senior divisions, I find that the marks assigned for proficiency in arithmetic were remarkably high. The excellent practice which requires pupils to do a few sums daily as an ordinary part of their home lessons has, I believe, in some measure contributed to this result. This plan, however, has not been very generally adopted, but it is gradually extending, and it has already done much good. I anticipate still further progress in the same direction. I regret to add that in several schools I found some who could solve questions in practice, interest, and even profit and loss, but who failed to do comparatively easy sums in weights and measures, or a pretty long sum in compound addition. This, of course, arises from the neglect of frequent repetition, and from a conviction shared in alike by teacher and pupil, that it would be sheer waste of time to give further attention to the elementary branches of arithmetic. This is a great mistake. Practice, indeed, should be mastered by every school-boy, as its usefulness in working out the details of business accounts cannot be questioned. But the same may be said, and with much more force of skill and quickness, in the use of the money rules.

Children, generally speaking, do not take sufficient pains to ensure neatness and uniformity in the shape and proportion of their figures. This gives rise to numerous mistakes in arithmetical operations; the 5 is often set down in such a careless, unfinished manner as to appear like a 3; a 9 like a 7, and so on. This defect has in several cases been remedied or wholly avoided, by teaching beginners to copy lines of figures,



written on the black board as models for their guidance. The old practice called *cyphering*, at one time so very general, has not been adopted to any considerable extent by the teachers of the present day. And yet, in the model schools and some ordinary National schools under my superintendence, its introduction in a moderate and judicious way, has produced very beneficial results. As a fitting preparation for the daily concerns of business life, it is most desirable that all in senior division should, now and then, set down a few short sums on paper. They should be written under the careful supervision of their teachers, otherwise the work will very likely be executed in a cursory and slovenly manner. To avoid this the pupils must be allowed ample time to complete their exercise, as neatness and accuracy in shaping their figures are the chief objects to be kept in view.

Needlework has been widely introduced by the regulations of the Commissioners, which require that in all girls' schools and in large mixed schools adequate instruction should be given in so essential a branch at stated periods of the week. I cannot, however, report very favourably of the various specimens of plain sewing and knitting executed by the girls who came before me for examination during the past year. No doubt I saw encouraging signs of improvement, for the teachers are well aware that special reference is made to the condition of their sewing classes in the Inspectors' official reports. I can further state that, during the past two years, comparatively few female teachers failed to secure at their respective examinations a fair per-centage of marks for proficiency in plain sewing and knitting. This is all the more creditable, as the number examined was very large—viz., 503 for 1869, and 565 for 1870. The improvement under this head in the Cavan District is very striking. Some three years ago I occasionally met with mistresses in charge of National schools in that district who were unable to teach their pupils any branch of plain sewing. At present, as far as I can learn, such cases are very exceptional, and, speaking from my own experience, I believe that the number of girls not taught to sew or knit is also slowly yet steadily decreasing. At the same time the specimens of needlework which I observed in a good many schools were by no means creditable productions. This is easily explained—in numerous instances I found a class of girls hemming in a hurried, slovenly manner small pieces of muslin or calico without any instruction or supervision on the part of their teachers. Of course exercises of this kind are of very little use and merely waste time. Moreover in some schools most of the children in second class never sew at all. In reference to this point, some teachers state that parents often express a desire that their children should not devote any of their time to needlework, on the ground that they can learn sewing and knitting at their respective homes. It is, I believe, very hard to dispel this prejudice, which is a serious impediment to progress, as the class of pupils now referred to would very likely be withdrawn from school if their parents' wishes on this point were not fully carried out. I have also to remark that the want of local aid on the part of those who could easily supply the schools with needlework, and whose influence would exercise a very beneficial effect, is one of the causes which stops, or at any rate retards, improvement in plain sewing in a large number of National schools.

*Examination of Monitors.*—The annexed summaries show the results of the answering of paid monitors and paid monitresses examined last July in my group of districts. The total number examined was very large—160 monitors, and 265 monitresses; of the former very few belong to the Belfast districts (8 and 9), which comprise 231 day schools

Appendix C.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

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and 37 evening schools, most of which are very numerously attended. This small number of monitors is not likely to increase to any appreciable extent; it will more likely dwindle away in course of time, so that the teaching staff in the great bulk of the schools in the Belfast districts will consist of principal teachers and their assistants, the latter being, with trifling exceptions, females.

The general proficiency of the monitors and monitresses who presented themselves for examination was of a satisfactory character, and reflects much credit on their respective teachers. For instance, of the total number examined, 133 answered above 50 per cent.; 124 answered above 60 per cent., and 56 answered above 70 per cent. of the questions proposed to them. Bearing in mind the searching nature of their examination, these figures represent gratifying results, and show that the special instruction which they had received during the year preceding the date of their examination had borne substantial fruit.

#### SUMMARIES OF PAID MONITORS' EXAMINATIONS, 1870.

Districts 4, 8, 9, 10, 11, 15, 16, 17, 18, 23.

##### MALES.

District.	Monitors examined.	Answered above						
		50 per cent.	60 per cent.	65 per cent.	70 per cent.	75 per cent.	80 per cent.	85 per cent.
4, .	15	1	1	4	2	4	3	0
8, .	10	0	1	0	5	3	1	0
9, .	3	0	0	0	2	1	0	0
10, .	20	2	4	7	5	1	1	0
11, .	20	0	3	7	5	4	1	0
15, .	18	0	0	0	12	4	2	0
16, .	21	0	0	7	3	4	2	0
17, .	16	0	0	6	3	2	0	0
18, .	26	0	2	5	12	4	2	1
23, .	11	0	1	1	4	3	2	0
Total, .	160	3	12	37	63	30	14	1

##### FEMALES.

4, .	21	0	5	7	3	6	0	0
8, .	49	0	9	22	13	4	1	0
9, .	44	3	7	17	12	4	1	0
10, .	49	0	6	14	13	11	5	0
11, .	27	1	2	4	10	9	1	0
15, .	11	0	0	1	2	7	1	0
16, .	23	0	2	7	8	6	0	0
17, .	17	1	2	9	4	1	0	0
18, .	13	0	3	4	2	3	1	0
23, .	11	0	0	2	3	4	2	0
Total, .	265	5	36	87	70	55	12	0
Totals of both sexes, .	425	8	48	124	133	85	26	1

Monitors (male and female), Belfast Model School; not included, as they were examined with teachers. April, 1870.

I have inserted in the annexed summary the number of monitors whose answering at the examination held last year, entitles their teachers to the usual gratuities. In the same table will be found the number of

monitors admonished for bad answering or inattention to study, the number of teachers admonished for having neglected to instruct their monitors before or after school-hours, the number of monitors dismissed for low proficiency, and, lastly, the number of cases in which no action has been recommended. The foregoing summaries embody the most essential points of information in connexion with the monitors' examinations.

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## SUMMARIES OF PAID MONITORS' EXAMINATIONS, 1870.

Districts 4, 8, 9, 10, 11, 15, 16, 17, 18, 23.

## MALES.

District.	Monitors examined.	Recommended for proficiency.	Monitors admonished.	Teachers admonished.	Monitors dismissed.	No action taken.
4, .	15	12	2	1	0	0
8, .	10	7	1	0	1	1
9, .	3	2	1	0	0	0
10, .	20	17	2	1	0	0
11, .	20	8	8	2	0	2
15, .	18	12	2	0	0	4
16, .	23	14	5	2	0	0
17, .	16	15	0	0	0	1
18, .	26	18	0	0	0	8
23, .	11	4	2	1	1	8
Total, .	160	109	23	7	2	19

## FEMALES.

4, .	21	16	3	2	0	0
8, .	49	41	4	1	1	2
9, .	44	36	4	0	1	3
10, .	43	33	13	1	1	1
11, .	27	10	12	2	0	3
15, .	11	6	2	2	0	1
16, .	23	13	1	0	1	3
17, .	17	16	0	0	0	1
18, .	13	8	0	0	0	5
23, .	11	5	2	0	0	4
Total, .	265	189	41	3	4	23
Totals of both sexes, ..	425	298	64	15	6	42

*Examination of Teachers.*—Very few of the numerous candidates for the several divisions of first class passed a satisfactory examination, and even some of those who gained a step would have been "left stationary" if their percentage of answering had been only taken into account. But some relaxation of the rule regarding "classification" was sanctioned, because the teachers thus specially promoted were remarkable for skill and efficiency in the performance of their duties, and for their length of service under the Board. It appears from the subjoined return that of 565 teachers who presented themselves for examination, only 69 obtained any step above the second division of second class. The subjects for preparation are so numerous, and, besides, many teachers have not sufficient time at their disposal for private study, so that comparatively few of them win promotion to the highest grades. This want of success

*Appendix C.* is often owing to the isolated position of many teachers whose schools are situated in such out-of-the-way places that they cannot avail themselves of the help and advice of persons able and willing to guide and instruct them in carrying on the work of private study.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

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I trust steps will be taken to lessen the number of subjects upon which the teachers are examined by word of mouth. This, I believe, can be effected without detriment to the public service by giving exercises in algebra, geometry, and mensuration only at the *written* examination. Searching questions on these branches require calm and thoughtful consideration, and cannot be answered off-hand. Hence I can quite understand how a teacher (although a pretty good mathematician) may, from want of a certain quickness or acuteness of perception, fail to score even an average number of marks for these subjects at an oral examination. On the other hand, the number of questions from algebra, geometry, and mensuration should, I think, be increased at the *written* examination, so as to allow the teachers a wider selection than is open to them at present, by permitting them to attempt five or six out of every ten or twelve questions proposed to them.

I furnish in the accompanying summary the results of the classification of the male and female teachers who attended the examinations held in my group of districts during 1870—

#### ANNUAL EXAMINATIONS, 1870.

	Males.	Females.	Total.
Number summoned to attend, . . . . .	283	341	624
" who failed to attend, . . . . .	23	31	54
" recommended to be promoted to classes—			
I., . . . . .	4	0	4
I <sup>a</sup> , . . . . .	6	9	15
I <sup>b</sup> , . . . . .	3	5	8
II., . . . . .	19	23	42
II <sup>a</sup> , . . . . .	14	27	41
II <sup>b</sup> , . . . . .	32	75	107
III., . . . . .	28	44	72
" recommended to be left stationary, . . . . .	138	121	259
" " " dismissed for failure in—			
One subject, . . . . .	0	2	2
Two subjects, . . . . .	1	0	1
Three or more subjects, . . . . .	10	3	13

The successful candidates were, with few exceptions, young and in the full vigour of life, for persons well-up in years seldom possess that retentiveness of memory so essential to ensure quick and accurate answering. Accordingly I have been reluctantly obliged to refuse promotion to some very worthy teachers, who have spent most of their years in the service of the Board. At the same time, the whole course of instruction in their schools bears no proportion to the scale of attainment expected from them. It is generally admitted that a teacher should not confine himself to the study of the subjects specified in his school programme. But this principle should be restricted within reasonable limits, for it may be carried to excess. Undoubtedly the tenuity of our school programme, as compared with the subjects which candidates for second and higher classes are supposed to master, is most striking. I am sure that any intelligent stranger who had read our teachers' examination questions would, in all likelihood, be disappointed in our elementary schools.

Some excellent teachers left the Board's service in order to emigrate to Australia or New Zealand, where, judging from their successful career in this country, their services will, I believe, be fully appreciated. I alluded in a former report to the marked decrease in the number of

suitable candidates for the situation of male assistant teacher in ordinary National schools. This state of things still continues. In large towns; indeed it is very hard, nay often impossible, to induce suitable young persons to become teachers. Advertisements for candidates have over and over again proved unsuccessful, because smart, intelligent lads can easily obtain remunerative employment from mill-owners, merchants, and shopkeepers. Moreover they reasonably expect to better their condition from year to year in trade and business. Hence, as might be anticipated, they will not undertake the tedious drudgery of the school-room. Accordingly managers of schools are frequently obliged to avail themselves of the services of young persons who, owing to their imperfect education, fail to obtain any class at their first, or even at their second examination. This accounts for the large number of probationary male teachers who broke down at the examinations held in my circuit during the past year. It is in place to state that their small per-centage of marks may, in some measure, be attributed to the cloudy circumlocution of style, and the obscurity of the language which characterized so many of their answers. Papers of the kind impose a troublesome and embarrassing task on the examiner by whom they are marked. He sees that the scope and meaning of many of the questions are partially understood. But the answers and collateral observations occasionally introduced to illustrate them are too often meagre and fragmentary, and expressed in such laconic, ill-constructed, and ungrammatical sentences as to convey but a wistly conception of what the writer means to convey. This evil will remain unabated as long as so many teachers confine their reading to a few school-books, and neglect to improve their style of composition by studying the works of some of the best English authors.

I cannot speak too favourably of the conduct, demeanour, and appearance of the teachers who presented themselves for examination during the past year. I had no reason to administer one word of reproof or warning to any of them for carelessness, loss of temper, or inattention to the regulation necessary to be observed during their written and oral examination. I have to add that they evinced on all occasions cordial feelings of kindness and good-will towards each other. This, of course, was what should be expected from persons engaged in the same honourable task of qualifying by patient, careful study for the efficient discharge of responsible and important duties.

I am, gentlemen, your most obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries, &c., &c.

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Appendix G. No. 3.—GENERAL REPORT for the year 1870, upon Schools inspected and Teachers, &c., examined, by JAMES PATTERSON, Esq., Head Inspector.

6th February, 1871.

Head Inspectors' Reports on Schools inspected and Teachers examined.

James Patterson, Esq.

GENTLEMEN,—I have the honour to present this my General Report on schools inspected and teachers, &c., examined by me in the year 1870. The districts under my charge continue to be the same as in 1868 and 1869, viz. :—

District 20, official centre, Ballina,	District 26, official centre, Parsonstown,
" 26, " Westport,	" 42, " Gort,
" 32, " Tuam,	" 45, " Ennis,
" 34, " Galway,	" 51, " Limerick,
" 35, " Ballinasloe,	" 52, " Newcastle, W.

comprising the county of Clare; the counties of Galway and Mayo, with the exception of small portions; much of the King's County, Limerick, Sligo, and Tipperary; and small portions of Roscommon, Westmeath, Queen's County, Cork, and Kerry.

At Galway and Limerick there are district model schools, and at Parsonstown a minor model school. On these I furnish special reports.

In the course of the year 1870 I furnished 301 reports on schools, other than the model schools, which I had fully or partially inspected. Twenty-four of these being on schools visited for special reasons more than once within the year, the numbers of distinct schools inspected or visited were these :—

	Ordinary Schools.	Convent Schools.	Workhouse Schools.	Total.
Inspected and fully examined,	97	3	3	103
Visited and partially examined,	179	1	2	173
Total,	267	4	5	276

These schools were thus distributed (a) by counties :—

In county Clare, . . . . .	40 schools,	In county Roscommon, . . . . .	5 schools.
" Cork, . . . . .	2 "	" Sligo, . . . . .	8 "
" Galway, . . . . .	106 "	" Tipperary, . . . . .	8 "
" Kerry, . . . . .	10 "	" Westmeath, . . . . .	9 "
" King's, . . . . .	9 "		
" Limerick, . . . . .	47 "	Total, . . . . .	276
" Mayo, . . . . .	82 "		

(b) by districts :—

District.	Schools		Total.
	Fully examined.	Partially examined.	
20,	5	14	19
26,	8	17	25
32,	8	5	13
34,	24	31	55
35,	8	22	30
36,	6	7	13
42,	11	16	27
45,	7	20	27
51,	7	12	19
52,	19	29	48
Total,	103	173	276

I. *Character of the School-houses.*—Buildings of a better class are gradually taking the place of the hovels that have so long been dignified with the name of school-houses, though in every way unfit for school purposes. In some districts the improvement is going forward rapidly, managers not hesitating to avail themselves of the aid afforded by the State; in others, where managers are disinclined both to accept the

National aid with the conditions on which it is offered, and to provide means from other sources, progress is very slow.

II. *Attendance of Scholars.*—The number of pupils present and examined by me in the 103 schools I fully inspected was 6,199; the average number on the rolls for the previous twelve months was 11,668, and the average daily attendance 6,101. The attendance at these schools seems to have been a shade less regular than I found that at the schools visited the previous two years. I again found it to have been most regular in the districts comprised in the counties of Limerick, Tipperary, and King's County, and least regular in Galway and Mayo. The difference I believe to be caused chiefly by the custom of insisting on school fees in the former counties and not in the latter.

III. *Instruction given in the Schools.*—Compared with the schools examined the previous year, those I examined in 1870 produced, on the whole, somewhat better results in *reading*, worse in *geography*, *needlework*, and *extra branches*, and about equal results in *penmanship*, *arithmetic*, *writing from dictation*, and *grammar*. I believe the general progress of the schools was retarded by the distracting influence of the agitation got up by the "Teachers' Association" for obtaining from the Government increase of salaries, &c., irrespective of any improvement in the quality of the work done. The following table presents a comparative view of the numbers of pupils who passed my examination, with the numbers that ought to have passed had the teaching been reasonably efficient. The total number present at inspection was 6,199, 1,900 of whom being under eight years of age, were not expected to pass in reading the Second Book of Lessons.

	Ought to have passed.	Did pass.	Per cent.
In reading the Second or Third Book, . . .	3,000	3,435	83
" Writing legibly, . . .	3,621	3,036	85
" Arithmetic (Simple Subtraction), . . .	3,621	2,491	74
" Writing from dictation with tolerable accuracy, . . .	3,621	2,354	65
" Grammar, distinguishing the noun, adjective, and verb, . . .	3,621	2,214	61
" Geography, general outline of map of the world, . . .	3,660	2,306	60

1. *The Reading* was less fluent, correct, and intelligent than it ought to be, because the pupils had not had sufficient practice in reading aloud to intelligent attentive teachers.

2. *The Penmanship* was faulty from not having been superintended with care by the teachers, and also from the pupils being often unsupplied with proper copy-books.

3. *In Arithmetic* the pupils, especially the junior pupils, had not had sufficient practice in the simple rules.

4. *The Writing from Dictation* was often careless and blundering, as if the pupils had not been accustomed to have their exercises watched and revised.

5. The knowledge of *Grammar* was most elementary.

6. Of *Geography* the children knew still less. I was often much disappointed at finding little or no use made of the maps.

7. *Needlework* is much less attended to than it ought to be. In many schools frequented by boys and girls there are no workmistresses.

8. *Extra Branches for boys* receive generally as much attention as the teachers have time or ability to give them. But teachers lower than the second class are seldom acquainted with these branches, and such teachers are the majority.

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Head Inspectors' Reports on Schools inspected and Teachers examined.

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These general remarks apply to the state of instruction, on the whole, as I have found it. But I am happy to say I have met with not a few schools in the best of my ten districts, and some in each district, which are in all respects most efficiently conducted.

IV. *Cost of the education in payment to teachers.*—In the ninety-seven ordinary National schools which I fully examined in 1870, the salaries paid by the Commissioners of National Education to teachers and monitors amounted to £4,363, exclusive of small gratuities for neatness, instruction of monitors, &c.; their total receipts from school fees and other local sources were returned as £1,022. The average daily attendance at all those schools being 5,312, of whom 3,055 were able to read the Second or Third Book of Lessons, 2,708 to write tolerably, and 2,363 to do simple subtraction or multiplication correctly; the National contribution (exclusive of gratuities) towards the salaries of the teaching staff was at the rate of £1 8s. 7d. per annum, for every child in the average attendance able to read the Second or any higher book; or £1 12s. 2d. for every child able to read and also to write; or £1 16s. 11d. for everyone who, besides being able to read and write, knew so much of arithmetic as the application of the rules for simple subtraction; the portion of their income contributed by the parents of their pupils and the other local supporters of the schools being less than one-fourth of these sums.

V. *United instruction of children of various creeds* continues to exist in nearly all localities where there are materials for it. The minorities are, of course, Protestant in this part of Ireland.

VI. *The average income of the teachers* in my group of districts did not differ in 1870 from what it was in 1869.

VII. *The numbers of teachers summoned to examination*, with the action recommended on the classification sheets, are exhibited in the following tables:—

TABLES showing the numbers of teachers summoned to examination in 1870.

## I. MALE TEACHERS.

District.	Status previous to Examination.										Total summoned to Examination.	Probationers.	
	Class I.		Class II.		Class III.		Probationers.					Who failed to Attend.	Causes assigned for Non-attendance by Probationers
	2nd Division.	3rd Division.	1st Division.	2nd Division.	1st Division.	2nd Division.	Of 1st Year.	Of 2nd Year.	Of 3rd Year, or longer.				
20. Ballina, . . . . .	-	-	2	3	5	6	3	1	1	25	2	1 ill; 1 no satisfactory reason.	
21. Westport, . . . . .	-	-	-	1	4	2	10	2	5	25	-		
22. Tuam, . . . . .	-	-	-	4	4	6	6	1	-	21	-		
24. Galway, . . . . .	-	-	-	2	2	7	8	1	3	23	-		
25. Ballinasloe, . . . . .	-	-	1	-	-	2	8	-	1	12	-		
26. Parsonstown, . . . . .	-	1	-	1	4	2	5	1	-	14	-	Unprepared.	
42. Gort, . . . . .	-	-	2	5	4	4	7	1	2	25	-		
45. Ennis, . . . . .	1	1	1	1	8	5	11	1	2	31	1		
51. Limerick, . . . . .	-	-	-	3	1	3	3	1	-	11	-		
52. Newcastle, West, . . . . .	-	-	4	-	3	7	6	3	2	25	-		
Total, . . . . .	1	2	10	20	35	44	72	12	16	212	3		



## II. FEMALE TEACHERS.

District.	Status previous to Examination.										Total returned to Examination.	Who failed to attend.	Causes assigned for Non-attendance of Probationers.
	Class I.		Class II.		Class III.		Probationers.						
	2nd Division.	3rd Division.	1st Division.	2nd Division.	1st Division.	2nd Division.	Of 1st Year.	Of 2nd Year.	Of 3rd Year, or longer.				
20. Ballina, . . .	-	-	-	-	1	2	2	1	2	14	-	III. No satisfactory reason.	
25. Westport, . . .	-	-	-	-	1	1	10	6	4	22	-		
32. Tuam, . . .	-	-	-	-	-	-	4	4	7	17	3		
34. Galway, . . .	-	-	-	-	3	1	10	12	1	16	-		
35. Ballinasloe, . . .	-	-	1	-	1	1	10	1	1	15	-		
36. Parsonstown, . . .	-	-	2	1	3	2	3	4	2	17	-	Unprepared.	
42. Gort, . . .	-	2	2	5	2	6	4	-	1	22	-		
43. Ennis, . . .	-	-	2	5	5	3	14	2	3	36	1		
51. Limerick, . . .	-	-	1	1	5	-	3	1	2	13	-		
52. Newcastle, West, . . .	-	-	4	-	2	5	8	3	1	23	-		
Total, . . .	-	3	9	9	22	23	74	23	23	188	5		

Tables showing the results of the examinations.

## I. MALE TEACHERS.

DISTRICT.	To be promoted to						To be left stationary.		To be depressed.	To be dismissed for failure.				Total returned to Examination.		
	Class I.			Class II.		Class III.		As already chosen.		As Probationers on further trial.	TOTAL.	In one subject.	In two subjects.		In three subjects.	TOTAL.
	1st Division.	2nd Division.	3rd Division.	1st Division.	2nd Division.	1st Division.	2nd Division.									
20. Ballina, . . .	-	-	-	1	-	3	1	5	12	5	15	-	-	5	5	25
25. Westport, . . .	-	-	-	1	-	1	5	6	6	3	15	-	-	6	5	26
32. Tuam, . . .	-	-	-	1	-	5	5	10	4	4	14	-	-	1	1	21
34. Galway, . . .	-	-	-	1	-	1	1	3	9	7	16	-	-	4	4	23
35. Ballinasloe, . . .	-	-	-	1	-	1	1	2	7	7	9	-	-	1	1	12
36. Parsonstown, . . .	-	-	-	1	2	2	1	6	5	2	7	-	-	1	1	14
42. Gort, . . .	-	-	1	1	1	1	1	7	11	3	14	-	-	3	3	25
43. Ennis, . . .	1	-	-	3	1	2	3	16	8	6	14	1	-	5	5	31
51. Limerick, . . .	-	-	1	-	-	2	1	5	4	-	4	-	3	1	2	11
52. Newcastle, West, . . .	-	-	2	-	-	7	2	11	10	4	14	-	-	-	-	25
Total, . . .	1	-	3	11	4	35	18	67	77	43	120	-	1	1	23	212

[TABLE.

## II. FEMALE TEACHERS.

District.	To be promoted to						To be left stationary.		To be reduced to position of non-Workmistress.	To be dismissed for failure			Total called to Examination.	
	Class I.			Class II.		Class III.	Totals.	As already classed.		As Probationers on trial for another year.	As "Jugose" University students & Workmistresses.	Totals.		
	1st Division.	2nd Division.	3rd Division.	1st Division.	2nd Division.									1st Division.
20. Ballins, . . . . .	-	-	-	-	-	1	1	3	3	6	-	-	3	14
26. Westport, . . . . .	-	-	-	-	-	1	1	12	1	13	-	-	3	26
32. Tuam, . . . . .	-	-	-	-	-	1	1	1	1	2	-	-	2	17
34. Galway, . . . . .	-	-	-	-	-	1	1	4	4	11	-	-	1	16
35. Ballinasloe, . . . . .	-	-	-	-	-	1	1	8	1	7	-	-	1	15
36. Parsonstown, . . . . .	-	-	-	-	-	1	1	6	6	9	-	-	1	17
42. Gort, . . . . .	-	2	1	1	1	1	10	10	1	11	-	-	1	22
45. Ennis, . . . . .	-	-	-	-	-	1	1	15	7	13	-	-	1	25
51. Limerick, . . . . .	-	-	-	-	-	1	1	4	4	6	-	-	-	13
52. Newcastle West, . . . . .	-	-	1	-	-	1	1	9	9	12	-	-	-	23
Total, . . . . .	-	1	2	4	5	33	29	74	47	35	11	33	19	199

From these tables it appears that the number of teachers in this western group of districts who, by study since the previous examination, had qualified themselves for promotion to the higher classes, was exceedingly small in 1870; and that the male probationers appointed by managers to the charge of schools since the last examination were, in even larger proportion than usual, incompetent for the duties. That is, the teachers already in the service and classed, make little effort to improve their position by means within their power; and too many managers appear absolutely indifferent to the quality of the instruction they provide for the children attending their schools.

VIII. *Thirty-one first-class mistresses* were examined with the teachers. In the *Galway District* three passed so creditably that they were recommended for the first division of third class of teachers, while two failed. In the *Ballinasloe District* one was recommended for second division of third class and seven failed to obtain a step; three of these, however, had been examined and classed in 1869. In the *Parsonstown District* one was recommended for second division of third class, and one failed. In the *Ennis District* one was recommended for the first division of third class, and one failed. In the *Limerick District* three were recommended for promotion to the second class from last year's classification in the third, and four were recommended for the first division of third class. In the *Newcastle District* two were recommended for promotion to second class, three to be placed in first division of third class, one in second division of third class, and one failed.

IX. *The senior monitors and mistresses* of each district were examined by the District Inspector, and their written exercises, together with the District Inspector's estimate of their value forwarded to me for my opinion. The following is a synopsis of the results, all the senior monitors in my group of districts being included, except those attached to the model schools:—

[TABLE

## 1870—Results of examination of.

Number of Monitors	Senior Monitors in District											Total.
	20.	21.	22.	24.	25.	26.	27.	28.	29.	30.	31.	
(a) Whose answering was so good that their teachers were recommended for the full gratuity attainable, . . . . .	5	1	12	4	3	11	6	11	16	29		98
(b) Whose teachers were recommended for less than the full gratuity, . . . . .	—	2	2	1	5	—	6	3	8	2		29
(c) Whose teachers were not recommended for any gratuity, . . . . .	—	1	0	4	10	5	10	6	14	2		68
(d) Whose answering called for admonition of the monitor, . . . . .	4	—	2	3	—	1	—	4	—	2		16
(e) Whose answering called for censure of the teacher, . . . . .	—	—	—	—	—	—	1	—	—	2		3
(f) Whose answering called for censure of both, . . . . .	—	1	—	—	—	—	1	4	—	1		7
(g) Whose dismissal was recommended, . . . . .	3	2	1	1	—	2	3	—	—	2		14
Total, . . . . .	12	7	25	13	18	19	27	28	38	40		227

  

Number of Monitresses	Senior Monitresses in District											Total.
	20.	21.	22.	24.	25.	26.	27.	28.	29.	30.	31.	
(a) Whose answering was so good that their teachers were recommended for the full gratuity attainable, . . . . .	2	—	11	8	6	12	6	12	61	34		182
(b) Whose teachers were recommended for less than the full gratuity, . . . . .	—	—	2	13	11	1	3	1	10	1		42
(c) Whose teachers were not recommended for any gratuity, . . . . .	1	3	5	9	6	18	9	5	12	2		64
(d) Whose answering called for admonition of the monitor, . . . . .	—	1	1	2	2	3	—	18	—	1		20
(e) Whose answering called for censure of the teacher, . . . . .	—	—	—	3	—	—	1	—	—	—		4
(f) Whose answering called for censure of both, . . . . .	—	—	—	—	—	—	—	—	—	7		7
(g) Whose dismissal was recommended, . . . . .	—	2	—	—	—	—	1	1	—	—		4
Total, . . . . .	3	6	19	33	27	26	29	29	63	45		293

These figures show general results very similar to those of the examination in 1869, and that about half the number of monitors receive systematic instruction from the teachers intrusted with their training.

I have the honour to be, gentlemen, your obedient servant,

JAMES PATTERSON, Head Inspector.

The Secretaries, Education Office.

Appendix C. No. 4.—GENERAL REPORT for the year 1870, on Schools inspected and Teachers examined, by A. O'CALLAGHAN Esq., Head Inspector.

Londonderry, 31st January, 1871.

Head Inspectors' Reports on Schools inspected and Teachers examined.

A. O'Callaghan, Esq.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my General Report, on schools inspected and teachers examined, for the year 1870.

I shall, in the first place make a statement showing the nature and variety of the duties, in which I was engaged during the year, and the number of days given respectively to their performance:—

	Days.
(a) Writing general report on all schools inspected, and special reports on seven model schools, . . . . .	25
(b) Marking the paper exercises of teachers of sixty districts, in three subjects, . . . . .	39
(c) Revising the marking of the exercises of senior monitors of ten districts, . . . . .	13
(d) Oral examination and classification of male and female teachers of ten districts, . . . . .	33
(e) Annual examination of the twenty-one departments of seven model schools, . . . . .	41
(f) Inspection of ordinary schools, . . . . .	73
(g) Official writing at home, . . . . .	49
(h) Special investigations and miscellaneous duties, &c., . . . . .	29

Under the pressure of this variety of duties, which required for their efficient performance, so large a portion of the year, I was precluded from engaging in the inspection of ordinary schools for more than 73 days—a period which is certainly unduly disproportionate, with reference to the prominent character of this important duty. In that period I visited 175 schools, of which 64 only were fully inspected. I must observe, however, that in addition to these 175 schools, I examined the 21 departments of 7 model schools, of which the results are recorded with minute exactness. This duty occupied me during 41 additional days.

The geographical position of the group of districts—10 in number—committed to my superintendence, may be described in this way, briefly:—They have as a boundary on the north-east, north, and on the west, a coast-line, extending from Red Bay in Antrim to Ballysadare Bay in Sligo, and comprise the whole of the Counties of Londonderry and Donegal; and portions of Antrim, Tyrone, Fermanagh, Cavan, Leitrim, and Sligo.

The following table exhibits the number of the different classes of National schools in each of these 10 districts:—

Districts,	Schools.						Totals.
	Ordinary.	Current.	Monks'.	Work-house.	Evening.	Departments of 7 Model.	
1. Letterkenny, . . . . .	119	—	—	3.	—	—	122
2. Derry, . . . . .	406	2	—	3	1	3	117
3. Coleraine, . . . . .	119	—	—	3	—	6	128
4. Donegal, . . . . .	121	1	—	3	—	—	125
5. Strabane, . . . . .	124	1	—	2	—	3	130
6. Maghern, . . . . .	132	—	—	—	10	—	142
12. Sligo, . . . . .	117	1	—	3	—	3	124
13. Enniskillen, . . . . .	114	1	—	—	—	3	118
14. Omagh, . . . . .	105	1	—	1	—	3	110
31. Ballinamore, . . . . .	123	1	—	1	—	—	125
Totals, . . . . .	1,192	8	—	19	11	21	1,251

The small number of evening schools—11 out of a total of 1,351—affords matter for serious attention. When the well-established result is recalled, that it is almost certain, that pupils of the day schools, who finally have without having reached third class, soon part, for want of practice, with their school acquirements, and become almost wholly illiterate; and that this premature draining of the day schools, is likely, under the circumstances of the country, to continue unchecked; the importance of the question of a large extension of evening instruction and of thus affording opportunities to the adult population of sustaining and increasing their previous acquirements in reading, spelling, and writing cannot be overrated and should not be neglected.

Of the 1,192 principal teachers, conducting the ordinary National schools, I find that

155	belong to First Class.
325	" Second "
550	" Third "
162	are Probationers.

Or, according to centesimal proportions:—

13	per cent. are in First Class.
27.3	" " Second "
46.2	" " Third "
13.6	" " Probationers.

These figures refer to the teachers, male and female, of all the ordinary National schools in ten districts, lying in the northern and north-western counties. I inspected during the year, schools in every one of these ten districts. The following numbers exhibit the proportions, in the different grades, of the number of principal teachers, in the schools so inspected:—

35	per cent. are in First Class.
39.1	" " Second "
23.4	" " Third "
12.5	" " Probationers.

The proportion in each of the classes, in this last statement, being compared with that of the corresponding class in the previous one, it will be seen that there is no correspondency, except in the case of probationers. This discrepancy is accounted for readily in this way. It is my duty in the capacity of Head Inspector to visit, specially, schools conducted by teachers who are in receipt of supplemental salary, which is granted for good service, and whose schools are therefore, in a higher state of efficiency, in general, than the schools of most of the other teachers. There is another class of schools, which I am required to visit—namely those conducted by candidates for promotion to first class, whose answering at the general examinations of the year has reached the prescribed standard of merit and proficiency; but, who, nevertheless, cannot be admitted to that class, until I shall have visited their schools, and reported that their condition, in various important aspects, such as proficiency and classification of pupils, order, discipline, &c., is so satisfactory as to warrant the advancement of the teacher to the highest class. It thus necessarily happens that I visit each year many of the best schools, in my group of districts, which are generally conducted by teachers of the higher grades, so that a marked difference should appear in the classification of the teachers in these two returns.

*Income of Teachers.*—The average amount for the schools inspected by me, from *school-fees* and *other local contributions* is, for

	£	s.	d.
Teachers of First Class,	9	1	2
" Second "	11	1	1½
" Third "	4	5	1
Probationers,	3	10	6

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The average for the total amount from *all sources*, namely from the above and from grants made by the Commissioners of National Education for payment of the salaries of the principal teachers, is for

	£	s.	d.
Teachers of First Class, . . .	59	12	1
" Second " . . .	39	11	0
" Third, " . . .	25	12	1
Probationers, . . .	19	1	8

A. O'Connell, esq.

Many of these schools are situated on the estates of the Honorable the Irish Society and of the London Companies, and, in every instance, receive a liberal annual grant from their local agents, several of whom are the managers. Under these favourable circumstances, the teachers, in many places, are far better off, as regards income, and the additional advantage of free residence, than most of their brethren in other parts of the country.

*Classification, &c., of pupils.*—The number of pupils fully examined by me during the year, was distributed amongst the five classes, in the following proportions :—

	Males.	Females.	Centesimal Proportion.
First Class, . . .	546	393	} 73.6
Second " . . .	574	400	
Third " . . .	253	166	} 16.7
Fourth " . . .	127	58	
Fifth " . . .	4	1	} 7.5

From this statement it appears that upwards of 76 per cent. of the pupils of these schools, or about 3 of every 4, are in the first and second classes. This undue preponderance is so general and so well known, that it has ceased to excite surprise. The causes too, of this vast defect have been ascertained, in a high degree of probability. The apathy of parents is regarded, and I believe, justly, as one great source of the irregularity of attendance; and, in consequence, of the slow progress of their children. But the fountain of the evil is to be found in the unsatisfactory condition of the teachers. It is quite unnecessary for me to pursue an inquiry now in this direction, or to occupy any space in its investigation, since the public have now within their reach, in the report of the Royal Commissioners on Primary Education in Ireland, the most valuable information, in the evidence of some of the ablest men, educationists and others. Not the least important subjects of that varied inquiry were the two following, namely :—(a) The proper preparation of the teacher for his office, and (b) his suitable maintenance after he entered on the discharge of his duties. The successful realization of a plan that will apply itself to these two objects will go far to remedy existing defects in our schools, and diffuse, over a larger surface than heretofore, the blessings of a sound literary, moral, and religious education.

*Instruction given in the Schools.*—With respect to the literary results of my examinations of schools, in the past year, I shall first, briefly and by numerical proportion, exhibit the value of the answering of the pupils—100 being assumed as the standard of excellence—and, I shall then as concisely as possible, give my opinion as to the mode of instruction and the literary status of the schools, with regard to the proficiency of the pupils in the principal subjects of the school programme :—

Reading—value . . .	59	Needlework—value . . .	51
Writing— " . . .	52	Grammar— " . . .	44
Arithmetic " . . .	54	Geography— " . . .	48

1. *Reading.*—The reading of the pupils in first and second classes is less mechanical and monotonous than in former years. But the proficiency of the pupils cannot be pronounced to be satisfactory, because—

it is an assertion which applies to almost every school—the children know the lessons by rote, and are able to repeat whole pages without a view of the book. Before they pass to second class, most of the pupils of first class continue on the roll of that class for three years, and many for four or even five years. Of course the extremely irregular nature of the school attendance offers the only reasonable explanation of this unsatisfactory rate of progression. But even making every allowance for the present unfavourable status of the teachers, I cannot help coming to the conclusion, that there is a needless stagnation in the junior classes; and that by the energetic exercise of the influence of managers and of teachers, the gross irregularity in the attendance of pupils could be modified, and a new impetus imparted to the progress of promotions in these classes.

With respect to one of the adjuncts to a reading exercise—namely, oral spelling—I have observed a marked improvement in the proficiency of the pupils. I believe that this result is partly due to the judicious plan adopted in the columns of words, at the beginning of every lesson, in which each of the words is represented as broken up into its correct syllabic divisions. In a large number of the schools, the exercise in oral spelling is confined to the teachers' dictating single words—a very defective method, when it should almost invariably, be extended to the spelling of phrases and short sentences. The effect of the latter method in quickening the memory and the intelligence of the pupils is very appreciable; it is obviously the most efficient preparation for the future exercise of writing from dictation. The introductory columns of explained words in the Lesson Books have had a marked influence on explanation, especially with reference to single words. The teachers must give special care to this subject, for I find the pupils generally quite familiar with the explanation of the words, precisely as given in the book. I do not object to this practice, because I recognize the advantage of familiarizing young persons with the use of expressive language and clear and pointed explanation. But I consider that the subject is capable of being used for a further exercise of intelligence, by requiring the pupils to make the additional effort of giving an explanation from their own vocabulary. I am glad to be enabled to state further, with reference to this very important subject of reading, that in many of even the rural schools, in which it could hardly be expected, the pupils of the third and higher classes, can read the poetical pieces with a fair amount of expression; and that, in several of the schools visited by me, the merit in this direction rises to the higher level of considerable taste and correct style.

*Grammar.*—The proficiency in this subject is not advancing. One of the causes—the principal one in my opinion—for this stationary condition, is to be found in its too early introduction into the school-course. I believe that this view prevails to a large extent amongst educationists. Most of the Inspectors with whom I have conversed in the matter are agreed that it would be preferable to postpone instruction in this subject until the senior third class stage of a pupil's progress.

*Geography.*—In the methods of teaching geography and in the results, there is a great variety. In some schools, the information is very low—a result due solely to the dry, mechanical, uninteresting way, in which the teachers treat the matter. In other schools, on the other hand, under intelligent teachers, the proficiency of the pupils is satisfactory.

*Pennmanship.*—Improvement in this branch is steadily progressing from year to year. But I am persuaded that the progress would be at a better pace, if there was stricter superintendence. On an examination

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of the time tables, it will be found that in almost all the schools, while one division is seated writing in the desks, the teacher is required to engage in the teaching of another division or class in some other subject, which gives him sufficient occupation, and, of course, withdraws his attention from the draft in desks. In most instances, therefore, it happens that nearly the whole of instruction given by the teacher consists in his calling the writing draft from the desks to the floor, and, having surveyed the performance of each of the pupils, in his inscribing in the centre of the page of each of the copybooks, the initial letter of the magical monosyllables, good, fair, poor or bad. There is very little more instruction than is conveyed in his passing criticism at this inspection. But such is the excellence of the head-lines, and such the power of the imitative faculty however stimulated, that this branch may be pronounced to show better cultivation than any other of the school-course. Several of the schools, which I visited, can exhibit admirable specimens of ornamental penmanship.

*Writing from Dictation.*—During the last few years a marked superiority in results in this important subject, has been attained over those exhibited in previous years. I ascribe this progress, in a large measure, to the increasing practice of occupying the junior classes, for half an hour or so, every day, in copying or transcribing from their lesson-books. This exercise with daily practice in the oral spelling of phrases and sentences, when properly conducted in the junior classes, renders the task to the pupils afterwards, of writing from dictation a comparatively easy one. In most of the schools now, the fifth, fourth, and upper third classes make this a paper-exercise—a marked improvement over the practice of former years, when pupils about to emerge into the world of business, were still found writing this exercise on slates. The special exercise-books for this subject, on the Board's list, have helped very much to cultivate a taste for neatness and correct form.

*Arithmetic.*—Very fairly taught in most of the schools. It has often, however, struck me with surprise the length of time employed in some schools to pass the pupils through the four simple rules. The favourite explanation with the inert teachers of such schools is the irregularity of attendance, an excuse which may be described as the ready refuge of a careless schoolmaster. I have been informed by some very intelligent teachers, with whom I have conversed on this subject, that the true cause of this slow progression in some schools is to be found in the neglect of the teachers with regard to teaching to the junior classes the introductory arithmetical tables, and accompanying the instruction with suitable exercises in mental calculation. In this view I quite agree, and have no doubt that with the preparation here indicated the pupils could be very fairly prepared in the four simple rules within six months.

*Needlework.*—I can report very favourably as to the progress made in this branch within the last two years. I should wish, however, to see more plain sewing, and more frequent practice in cutting out and in making and repairing clothes. Knitting and different kinds of embroidery are more favoured by the parents, because agents of factories are to be found in every part of the country who give employment in work of this kind to the young females of many families, and enable them to add largely to the means of living.

*Promotion of Pupils.*—An important test of the efficiency of schools is furnished by the number of pupils advanced from lower to higher classes. Some are of opinion that this number should be equal, or nearly so, to the average number in attendance throughout the year,



This proportion certainly may be expected in high classical schools, in which the nature of the attendance is almost perfectly regular, but in National schools, attended by children whose parents live by manual labour, the character of the attendance is, to a large extent, necessarily irregular and intermittent, and therefore, no such proportion can be reasonably looked for in the number of promotions. It is well known that in schools situated in some unfavourable parts of the country the number of pupils changing for higher classes falls so low as 20 per cent. of the average number in attendance. The schools are very few indeed which achieve between 60 and 70 per cent. in this direction. I give now the result under this head in the schools inspected by me during the year:—

Number promoted to Second Class, . . . . .	784	} 1,309
" Third " . . . . .	394	
" Fourth " . . . . .	161	
" Fifth " . . . . .	0	

The average number in attendance for the twelve months in the same schools is 2,562. The number of promotions amounted to 1,309. The centesimal proportion is 51—a result which, regard being had to a large number of schools, may be pronounced to be favourable. It will also be observed that the number advanced into third and fourth classes is 40·1 per cent. of the entire number of promotions, a proportion that must be regarded as fairly satisfactory.

I may here observe that the average number of pupils in attendance keeps about the same proportion as in previous years to the average number on rolls:—

Average number on rolls, . . . . .	5,137
" in attendance, . . . . .	2,562
Centesimal proportion, . . . . .	49·9

The average ages of male and female pupils in these same schools were as follows:—

	Males.	Females.
Average age in I. Class, . . . . .	6·7 years.	6·6 years.
" II. " . . . . .	9·2 "	9·1 "
" III. " . . . . .	11·2 "	10·9 "
" IV. " . . . . .	12·7 "	12·6 "
" V. " . . . . .	14·2 "	14·9 "

Many of these schools are taught by teachers who receive for long and efficient service the supplemental salary, commonly known as good service salary. It is doubtless due to the valuable instruction given in these schools, that pupils, who have passed the ordinary school-going age, are to be met with in them. I have already called attention to the large proportion of the pupils who have been advanced in these schools to third and fourth classes.

I may here incidentally remark that full reliance may be placed on the accuracy of the returns made by the teachers of the attendance of pupils. A long experience enables me to put forward this statement with entire confidence. A fair test of the accuracy of the records of attendance in the schools is sometimes applied, namely, that offered in a comparison of the average number recorded for attendance with the number of pupils found present on days of inspection. When these numbers closely approximate it is justly regarded as satisfactory evidence of accuracy. Applying this test to the schools now under consideration, I find that the number representing the average attendance is 2,562, while the number of pupils actually examined on the days of my visits is 2,522.

*Appendix C. Religious denominations of Pupils.*—The pupils found present are distributed according to religious denomination in the following way:—

Head Inspectors' Reports on Schools inspected and Teachers examined.	336 belong to the Established Church denominations.	
	1,674	Roman Catholic
	505	Presbyterian
	7	Other

And the centesimal proportion of the schools, as mixed or unmixed, is thus represented:—

A. O'Callaghan, esq.		46.9 per cent. had pupils of 3 (or more) denominations.	
25	"	2	"
28.1	"	were unmixed.	"

From which it appears that 72 per cent. of these schools are attended by pupils of different religious denominations.

*Model Schools.*—There are within this circuit seven schools of this class, namely, Derry, Coleraine, Ballymoney, Sligo, Enniskillen, Omagh, and Newtownstewart, the five first being district, and the rest minor model schools. The former have attached to them boarding-houses for the pupil-teachers employed in the male departments. These young men receive every morning and evening special instruction from the head master and resident assistant teacher, both in the literary subjects laid down in their curriculum of study, and also in methods of teaching, and the skilful management of the classes taught by them in the school. The junior female staff are not boarded. They receive, however, regular daily instruction from the teachers, both before and after the school-hours. They have also the advantage of becoming perfectly familiar with the skilful plans adopted in the infant schools—the usage being to allow them to be employed for a period of six months alternately in the female and the infant department, until the end of their course of training. The advantage of this practice can hardly be over-estimated, for these young teachers, on their appointment to ordinary rural schools, find that nearly one-half of the pupils are of the infant school class, and must, if suitably and intelligently taught, be managed on the principles exemplified in the model school. When it is considered that a large proportion of rural schools is likely, in course of time, to be under the instruction of female teachers—a result, which under judicious modifications, most educationists would regard as salutary—the practical and beneficial influence is at once perceived which must follow the special training of the young female staff in the infant departments of model schools.

I recommended in my report for the year 1868 that the pupil-teachers and monitors should be liberated for a portion of each day from the business of teaching and allowed to observe the plans and methods of teaching of the head-teachers. This practice has been adopted, and has been followed by practical results of a satisfactory character, as it has had an appreciable influence in improving the tact and facility of these young persons. From this statement it is clear that the preliminary course of training given in these schools is one of high and practical importance; and that it bears good fruit the satisfactory condition of the schools conducted by teachers who have enjoyed this early training furnishes conclusive testimony. It also entirely overturns the theory of those who maintain that because model schools are dissimilar in their organization to ordinary schools the course of training given in them under such circumstances cannot fit a young teacher for the effective management of schools belonging to the ordinary and humbler type. The best answer, perhaps, to be given to this reasoning is that little or no difficulty arises

is real practice. These young pupil-teachers are not mere *machines*, nor, like raw and ignorant recruits, require to be prepared by drill for every new movement. They receive two or four years of teaching and training, and at the end of the official period of this service they are found to be well informed, very intelligent, and quite capable of at once adapting themselves to the different requirements of ordinary schools. Besides, almost all of these young teachers receive a final course of training in the central institution. They sometimes go directly from the model school to take charge of ordinary schools, and, after a year or so, are sent forward to Dublin. Sometimes, when vacancies do not offer in rural schools, at the expiration of their term of office in the model school, they are allowed to pass directly from it to the central institution.

I find that in these seven model schools thirty-two members of the junior staff completed their allotted course of training in the year 1870. Of these, ten were appointed at once as teachers in ordinary schools, thirteen were admitted to the training class in Dublin, seven devoted themselves to other pursuits, and two remained without any employment.

So far I have referred to these model schools solely in their important character of training institutions for young persons intending for the profession of teaching. With regard to the work accomplished by them in their secondary aspect of day-schools for imparting a sound English education, I have to refer to the special report which I have furnished on each of them, in which their progress with regard to the number and to the proficiency of the pupils is fully described. I may here remark of them generally that for the most part these model schools continue to produce results of a highly meritorious character. It is impossible for even a careless observer not to be struck by the order, neatness, and discipline which mark every department. I feel pleasure in being enabled, by my own actual experience of these schools, to state that their efficiency as regards literary results is very marked; and I feel assured that if the system of payment by results were applied to them they would be found to hold first rank amongst the English schools of the United Kingdom. I have also to state that the discipline and moral conduct of the day-pupils and of the young teachers in training are excellent. Not a single instance occurred during the year in which a serious breach of discipline or of moral correctness called for any severe or exceptional treatment.

*Examinations of Teachers and Paid Monitors.*—In the ten districts under my superintendence there were summoned for examination with a view to improved classification (including probationers) 253 male and 130 female teachers in the year 1870. Of these forty-four failed from various causes to attend. The number actually examined by written exercises at Easter amounted to 225 male and 114 female candidates. The character of the answering was inferior, especially of the male teachers. Of these only 20 per cent. succeeded in obtaining higher grades, while the number of the successful female competitors reached 38 per cent.

The following statement represents the results of the examinations in detail:—

Appendix C.  
Head Inspectors' Reports on Schools Inspected and Teachers examined.  
A. O'Callaghan, esq.

[TABLE.

## Appendix C.

TABLE.

Head Inspectors' Reports on Schools Inspected and Teachers examined.

A. O'Callaghan, Esq.

Teachers.	Number of teachers examined.	Number recommended to be promoted to the following Classes.							Number recommended to be promoted to be left stationary.	Number recommended to be depressed.	Number recommended to be dismissed for various reasons.		
		1 <sup>st</sup> .	2 <sup>d</sup> .	3 <sup>d</sup> .	4 <sup>th</sup> .	5 <sup>th</sup> .	6 <sup>th</sup> .	7 <sup>th</sup> .			One subject.	Two subjects.	Time or more subjects.
Male, .	225	—	—	1	1	3	20	19	148	—	—	7	25
Female,	114	—	1	3	—	6	6	23	62	—	—	2	6
Total,	339	—	1	4	1	9	26	42	210	—	—	9	31

Of the causes of absence thirty-two absented themselves on grounds of illness, one did not receive the summons in time, four were unprepared for examination, and seven had emigrated.

The 457 paid monitors are distributed into the following grades:—

17	belong to First Class.
385	" " Senior "
74	" " Junior "

The preparation of these young persons was more satisfactory in 1870 than in 1869. Fifty per cent. succeeded by their answering in obtaining gratuities for their teachers at the last examination. Their special training is improving from year to year, and the monitors of the first class in the present day possess more skill and practical knowledge of teaching than did many a second-class teacher of a former day.

It is a matter of the highest importance that this branch of our service should be sustained in full vigour, and every reasonable encouragement given to its extension. But without a considerable increase in the salaries of these young persons it will become hopeless to retain in the service a sufficient number to supply the demand for recruiting the ranks of the teachers. Most lads of fourteen years of age can earn by some labour or other better remuneration than the present scale of salaries for monitors admits of yielding. Hence the growing difficulty of obtaining male candidates (for these remarks are confined to males) and afterwards of retaining them until they complete their course. This difficulty is, of course, much greater in towns than in distant rural districts. The town schools seldom exhibit now a complete monitorial staff, and vacancies remain unfilled for five or six months at a time, while it is unusual to find a monitor in them holding the position on to the third year. It is not that the liking of these lads for other callings is greater than for teaching, but their parents hurry them into the manual occupation which, for the present, pays the better. The future advantage is generally overlooked in these cases. To overcome this reluctance to the service a higher scale of salaries will be, beyond all doubt, required.

I have the honour to be, gentlemen,

Your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c., &c.

No. 5.—GENERAL REPORT for the year 1870, on Schools inspected and Teachers examined, by M. FITZGERALD, Esq., Head Inspector.

Dublin, March, 1871.

GENTLEMEN,—I beg to present the following as my General Report for the past year.

The group of districts under my superintendence has continued the same as in former years; but in two of them the Inspectors were changed during the year. The model schools under my charge remain as before; separate reports on these establishments will be furnished in due course.

During the year 1870 I was able to inspect 236 ordinary schools; of which 116 were fully examined and reported on, and 120 incidentally visited. The latter term does not adequately convey the amount of inspection involved in these visits; which, though seldom exceeding half an hour in duration, enable a person experienced in the work of inspection to estimate very accurately the educational worth of a school. The points to which my attention is usually directed at such visits are, the punctuality of the teacher's attendance, the observance of the timetable, the accuracy and fidelity of the school accounts, and the general tone and character of the school thus suddenly and unexpectedly entered. The first glance usually tells whether the school is above or below the average of merit. The appearance of the room and of the pupils, the order and discipline prevailing, or, "conspicuous by their absence," the manner in which the teacher and pupils are affected by the sudden entrance of a stranger, whose identity they recognise almost by instinct, afford unmistakable *prima facie* evidence of the character of the establishment. If the room be clean, the pupils neat and tidy in person and dress, the maps and tablets well arranged, the classes, whether in desks or on floor, orderly and attentive, if, above all, the entrance of a stranger attracts no marked observation, the presumption will be very strong that the school is a good one in all respects. But if, on the other hand, the room be dirty and ill-swept, the pupils slovenly in appearance, the classes huddled together, some of them perhaps unoccupied; or, worse still, if they have been hastily got into their places during the brief interval that must elapse while the Inspector is getting off his car and entering the room, he may safely conclude that the school, in an educational point of view, is below the average of merit.

But between those extremes, which reveal themselves at a glance, there are many schools, indeed the large majority, which require a closer examination; and such an examination it is quite possible to give, even within the brief period of an incidental visit. A fair general test of a school is the classification of the pupils on rolls. If there be an undue proportion of the pupils in the junior classes, that is, in the first and second classes, the school is generally a bad one. What may be regarded as an undue proportion in these classes is open to discussion, and it would scarcely be safe to fix a standard to which all schools should conform. What might be fair and reasonable in one locality might be impossible in another. But I have no hesitation whatsoever in saying that the classification of the pupils in our own schools at present is entirely too low, and I will add, unnecessarily so. The teachers are not altogether to blame for this, much of the blame must rest on the lesson books, and no inconsiderable share of it on the Inspectors. The present series of lesson books, great as their merit in a literary point of view must be admitted to be, are defective in two essential respects as vehicles for primary instruction; the earlier books are too difficult for the class

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of children who use them, and the lessons, even in the same book, are not always properly graduated. The Second Book, especially, exhibits both defects in a marked degree, and teachers universally complain that it is too difficult for children who have had no previous instruction in reading beyond the lessons in the First Book. The result is, that when the pupils have struggled through some seventy or eighty pages, they are almost invariably turned back to the beginning of the book, to go over lessons which they already know chiefly by rote; and they are thus deprived of the benefit of that variety which is essential to the acquisition of the art of reading. I could mention facts illustrative of the bad results of this system, but I consider it unnecessary to do so; those who will read those remarks will have no difficulty in supplying them from their own experience. I mention the subject chiefly as accounting for the low classification of the pupils on the rolls of National schools.

I have said, also, that the Inspectors are not free from blame in this matter; and a few years ago I might have said the same of the official instructions by which both Inspectors and teachers are bound. Formerly the school programme was much more complicated than it has since become; and, in the junior classes especially, it was overlaid with a multitude of details that were often interpreted to include more than the framers of the programme intended. Thus, the document which was designed to methodize, and which has wonderfully methodized the instruction in our schools, became in many cases a snare to those whom it professed to guide; and children were actually kept back long after they were fit for promotion, in order that they might pass the more creditably according to the programme of their class at the Inspector's examination.

The programme has been revised more than once, and that in use for the last four or five years, though still faulty in some respects, is a vast improvement upon its predecessors. Unfortunately, however, its merits have not been universally recognised, and I too often find schools still taught after the older standards, which, if the teachers speak correctly, some Inspectors still insist upon. Now, if one thing be plainer than another about the present school programme, it is the facility which it affords for allowing the children to pass rapidly through the first and second classes. If we compare it with that which preceded it, we shall find the collateral business now set down for these classes much less than it was formerly. For instance, all mention of grammar and geography is excluded from the standard for the first class, and these subjects are reduced to the simplest elements in the second class; while writing from dictation, which was formerly set down among the requirements for the second class, is superseded by the far more suitable exercise of copying from the lesson book—the word "*copying*" being printed in italics to mark the change more emphatically. Yet I still find in numberless instances that the teachers ignore these changes, and go on teaching according to the former programme; and too often the excuse is that the Inspector requires it.

It is quite plain that under such a system promotion from the junior classes must be slow, for the present Second Book is infinitely more difficult than the old one; and if the same amount of collateral subjects be required, the total amount of work to be done is increased, and thus the effect produced is the very opposite to that manifestly designed by the framers of the present programme. The obvious remedy, and the one I always suggest, is that in the junior classes the chief attention be concentrated on the reading, next on the writing and elementary arithmetic, and that the other subjects—notably grammar and geography—be confined to the amount specified. The basis of all knowledge is the art of

reading. Until a child knows how to read—not merely to gabble over a lesson read and re-read *ad nauseam*, but to read ordinary simple prose at sight—he has not acquired the simplest instrument of knowledge; and, at the risk of being thought retrograde and old fashioned, I must say that I think until a child has learned to do this there is little use in trying to teach him anything else. The conditions of primary education are peculiar in this respect. For one child that has access to books out of school, or that receives any home instruction, there are hundreds—almost thousands—whose only opportunity of learning to read is while they are in the school-room. Ought we not then to direct all our efforts to teaching these children to read? Bearing in mind that they attend at best on little more than three days in the week, are we not wasting every moment that we do not devote to this object? I suspect that many persons have but a very faint idea of the difficulties in the way of such children. They see children more favoured of fortune with whom the process of learning to read commences in the nursery, who, from their very earliest years are supplied with illustrated alphabets, picture-books, and the thousand and one devices to render the task easy, with which the press teems; and they think that, because such children learn to read almost intuitively, it must be a comparatively easy matter to teach reading in primary schools. There never was a greater error. So far from the teaching of reading being a simple matter, it is, without exception, the most difficult work which our primary schools are called on to perform; and, consequently, it is that in which we can boast the least success. Too often the whole available school-life of the pupil is taken up in the vain effort to acquire this art, and he is at last hurried to field or factory work before he has succeeded in acquiring it. For such pupils there is no future but a life of servile toil; they never can rise above the lowest manual labour, uncheered by a single ray of hope, and unrelied by the interchange of a single intellectual idea.

It may be safely asserted that pupils who leave National schools before they reach the Third Book have not learned to read in the proper sense of the term; and even many pupils who read the Third Book with a fair degree of ease and intelligence would fail to read with any degree of facility an ordinary narrative or a passage from a newspaper. Of what use to such children is the mechanical scattering of grammar and geography which they acquire in their passage through the second class? Of what use even are the elements of writing and arithmetic which they have learned? The time, and trouble, and money expended on these subjects are absolutely thrown away if the pupils have not at the same time learned to read—not merely to read the Second Book, which they usually can do—at least they can repeat the words of it—but to read any ordinary piece of simple prose that may be set before them. Of course, if children remain at school they will learn to read in the third and higher classes; but we have to deal with children, a large proportion of whom do not remain at school long enough to reach the higher classes, and in common justice to such children, those who most need the assistance of the State in this matter, we should endeavour to make the instruction we give them while they do remain with us as efficient and as practical as possible. This is the real problem which primary education has to solve, and it is becoming every day of greater urgency in proportion as the decrease of the population renders the employment of children of tender age more a matter of necessity to their parents. Suppose the majority of our pupils to leave school finally at the age of twelve years, can we give them such an education as will be useful to them in after life? If we cannot do this we fail in the

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most important part of our work. I think I can give a practical answer to this question.

Assuming that a pupil who has read the Third Book, and learned the collateral subjects prescribed for third class, has received an amount of education sufficient to satisfy the conditions of the problem, I can state, from experience, that it is perfectly possible to bring all pupils up to that standard within the allotted period—and, in the case of pupils who attend school regularly, to a much higher standard. Just three years ago, portions of the counties of Mayo, Sligo, and Roscommon, forming the Boyle and Swineford districts, were added to my circuit, and I was particularly struck, especially in the Swineford district, with the low classification of the pupils. I drew the attention of the District Inspectors—one of them newly appointed—to this defect, and recommended that they should endeavour to remove it, by requiring the teachers to attend chiefly to reading in the junior classes, and by insisting on their promoting the children, as soon as they fulfilled the conditions of the programme for each class, instead of keeping them back till they had mastered most of the business for the next highest class. Both these gentlemen entered cordially into my views, and applied themselves energetically to enforce them in practice; and the result is that the proportion of pupils in the higher classes has been more than doubled, and that in many schools, in both districts, nearly fifty per cent. of the pupils are in the third and higher classes, and well taught according to the programme. If these children are, by the force of circumstances, compelled to leave school now, they have acquired knowledge that will be of service to them in after life, which would not have been the case had they been allowed to remain in the second class. And this is not the only beneficial result. The children are encouraged by early and rapid promotion, and apply themselves with increased diligence; the parents are gratified by the advancement of their children, and make efforts, and often sacrifices, to keep them at school; and the teachers are stimulated to fresh exertion by the wider scope of subjects which they are called upon to teach. Thus an impetus has been given to education on every side; and this has been effected mainly by insisting on the strict observance of the programme, and by requiring that the children be regularly promoted as soon as they are fit.

In connexion with the subject, I think it would be well to issue an official minute explanatory of the school programme—not only in respect of the nature and extent of each subject required to be taught, but also pointing out the design of the Commissioners in simplifying, as they have done, the details of business for the junior classes, a design which I have ventured to interpret in the manner that has borne such good fruit in the two districts referred to. If, at the same time, grammar and geography were wholly struck out of the programme for second class, and the amount of arithmetic somewhat reduced, I believe the undue proportion of pupils in the junior classes would rapidly disappear.

Another point in connexion with the classification of the pupils has escaped the observation of the teachers almost universally. Formerly there were two classes, viz., the First and Second Sequel, interposed between the Second and the Third Books. These classes disappeared with the books whose names they bore. I may here say that the withdrawal of the Second Sequel Book was a serious loss to the schools, and the effect has been, that the pupils who would have been improving in reading while passing through those books, are now either plunged without sufficient preparation into the Third Book, or, as more generally happens, kept in the Second Book until they know it by rote. Now, if we con-



pare the present programme for third class, with that for Sequel No. II. on the old form, we shall see that the third class is the legitimate successor of the old sequel class; and that pupils should graduate in the former at as early a period as they formerly did in the latter. That they do not do so is attributable partly to the difficulty of escaping from the associations connected with the very name of third class; but, chiefly, I believe, to the fact that the new books are, both in matter and style, so much more difficult than the corresponding ones of the old series. It is to be regretted that a set of books compiled with so much care, and affording so much evidence of literary taste, should fail, in any respect, to fulfil the office for which they were designed; but the universal complaint of the teachers is that they are too hard for children of the class by which the schools are attended, and that the transition from the First Book to the Second, and again from the Second to the Third is too sudden and abrupt. I am of opinion that, as far as the junior classes are concerned, this objection could be removed by the introduction of a junior Second Book, and by incorporating in the senior Second Book the more useful lessons of the old sequels, or lessons of a similar character. As we find, in every school, the second class divided into at least two drafts, the introduction of a junior Second Book would not disturb the existing classification; and the preparation of such a book would certainly not be a matter of much difficulty.

If I appear to have dwelt too long upon this topic, my excuse must be its great importance. I write not in the interest of the comparatively few schools attended by children who have access to books, and opportunities of learning to read out of school, but of the overwhelming majority whose entire library consists of their school books, and who get no instruction except what their teachers give them. Let it be our care that none of this multitude pass through our hands without at least learning to read; and, above all, let us be careful that the means of instruction in the art of reading which we employ are those best suited to their purpose.

Intimately connected with the classification of the pupils is their regular promotion from class to class; indeed, the two taken together form almost a perfect test of the efficiency of a school. If the children be fairly classed according to their ages, and if there be the due amount of promotion regularly sustained, we may be satisfied that the school is working well. It is almost needless to say that I assume both promotion and classification to be *bonâ fide*, as they must be if the school be properly inspected. Opinions, however, differ considerably as to what should be considered a fair amount of promotion within the year. It would take too long to discuss this question fully at present; the elements to be taken into account are more numerous and complicated than they appear at first sight; but we may assume roughly, that in a school at all fairly conducted, they should not fall below one half of the average attendance, and that in proportion as they exceed this amount, the school may be considered more and more satisfactory. In some schools, indeed, I have known the promotions exceed the average attendance, but such are exceptional cases.

I doubt if the attention of Inspectors and teachers has been sufficiently directed hitherto to the importance of securing regular promotion from class to class. Until very recently no special reference to the number of promotions was to be found in the forms of report in use; and there is no provision made in the school accounts beyond a casual summary at foot of the class rolls, for exhibiting, in collective form, the promotions made during any given period. A very useful reform in this respect would be to introduce promotion sheets into the schools. These sheets,

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which should be quarterly and annual, should exhibit the name, age, and class of every pupil promoted; the date of last promotion, or admission to the school in the case of new pupils, and the aggregate possible and actual attendances since that date. Such sheets have been in use for many years in the Trim district, and have been found useful, not only in impressing upon the teachers the importance of attending to the regular promotion of the pupils, but in stimulating the pupils themselves to increased diligence in order to deserve a place in the sheets, which are suspended in the school-room, and form a species of honor lists.

At my incidental visits to schools I always take note of the classification and of the promotions during the preceding year; and if I find that from twenty-five to fifty per cent. of the pupils on rolls are in the senior classes, and that the annual promotions exceed fifty per cent. of the average attendance, I come to the conclusion that the school is going on satisfactorily. I also frequently examine the pupils present in the senior classes in reading, writing, the simple rules of arithmetic, and addition of money, and sometimes in writing from dictation. The result of this examination, coupled with the classification of the pupils and the rate of promotion, and with my observation of the general tone and discipline of the school, enable me to judge as accurately of its general condition as if I had examined every pupil present. Such inspections, though passing under the name of incidental visits, are really much more; and, so far as enabling the Inspector to judge of the school is concerned, they are quite as useful as the more formal and detailed examination for the primary report. But it must not be forgotten that they are merely inspections, and do not benefit the school as a full examination does.

Our system of inspection, now so many years in operation, is admirably calculated to secure efficient supervision of the schools. The District Inspector, residing on the spot, personally acquainted with the managers and the teachers, familiar with the circumstances of each school—in some cases knowing the very names of the pupils—cannot but feel an interest in the progress of education in his district, and take pride in having the schools under him as efficient as possible. The Head Inspector, passing from one district to another, comparing, or, it may be, contrasting the schools under different Inspectors, is enabled to correct defects, where such exist, and to preserve uniformity of standard and judgment among all. Constantly visiting the districts in his circuit, he is always in a position to state to the Commissioners the manner in which the District Inspectors perform their duty; and, if disputes or irregularities arise, he is at hand to inquire into and adjust them. Theoretically, the system is perfect; its defect in practice is, that both Head and District Inspectors are over-worked. The District Inspector is required to inspect and report on every school in his district three times in each year, exclusive of incidental visits. He has, besides, other duties of a very miscellaneous character to perform, which require for their efficient discharge much time and labour. His travelling alone in the majority of districts occupies, on the average, from three to four hours on every day on which he is engaged in actual inspection. His clerking duties, writing reports, corresponding with the office and with managers, teachers, and others, and keeping the district books, would of themselves be considered by many quite sufficient employment. In fact, I have no hesitation in repeating what was said several years ago by one of my predecessors in the office of Head Inspector, now holding a much higher position, that there is no class of public servants of whom anything like the same amount of work is required, as is exacted from the District Inspectors;

and the increase in the number of schools since that statement was made has added very materially to the labour imposed upon them. Of the 60 school districts into which Ireland is divided, there were, in 1869, no less than 44 with over 100 schools in each—14 of them having over 120 schools; while there were only 4 districts (*four*) with less than 90 schools. The average number of schools per district was 111·8 at the close of 1869; at the end of 1870, it had increased to 113·4 schools. To inspect these schools three times a year, at the rate of three schools in two days—as high a rate as is consistent with efficient inspection, and as is found practicable on the average—would require 226 days of continuous labour, or a greater number of days than the schools are open on within the year. It is, therefore, impossible for all the Inspectors to inspect their schools as often as is required by the existing rate on the subject; and the effort to do so is attended with injurious results. In all parts of Ireland the school attendance falls very low at two periods of the year, namely, spring and harvest; and inspection at these times is generally little more than nominal. Similarly, in the depth of winter in those localities where fuel is scarce, the attendance is so low as to afford no means of judging of the condition of the schools. But, notwithstanding, the work of inspection must go on no matter how small the attendance, or all the schools cannot be inspected within the term, and thus a large amount of useless and unnecessary work is imposed on the Inspector, and much time wasted which might have been better employed. The oft-suggested remedy for this vicious arrangement is to divide the year into two terms instead of three, thereby reducing the number of regular or full inspections in the same ratio. The regular inspections could then be made only at times when the schools would be fairly attended, and the slack seasons could be devoted to incidental visits on a larger and more systematic scale than at present. The relief to the Inspectors would be very great, they would have reasonable leisure for their inspection, instead of being driven at railroad speed, as they are now, and their clerking, the most tedious and irksome part of their work, would be sensibly diminished. I think the schools, too, would be benefited by the change; the inspections, at present, recur at too short intervals; there is not time to effect the desired improvement, or to get the pupils who may have been promoted up to the standard of their new classes before the Inspector is round again, and he finds the school under entirely changed conditions; the advanced pupils have all disappeared, and but a few infants, too young for labour, remain. Even if a few senior pupils be present they have but just returned, after a long absence, and have, in fact, had no opportunity of improvement since they were last examined. The Inspector, of course, can make allowance for this; but the system of “making allowances” is liable to be abused, and is at best unsatisfactory. Far better to arrange the times of inspection so that the school shall be seen, as far as possible, in its normal condition, and that a sufficient interval shall elapse between the inspections to admit of appreciable progress being made.

Of the work imposed on the Head Inspectors, I shall only say that, after they have completed the examinations, written and oral, of the twenty sets of teachers in their circuits; examined, privately and publicly, the model schools under their charge; held the investigations that may be necessary; written the reports required by them, and discharged the other miscellaneous duties of their office, far too little time remains at their disposal for the inspection of schools, and none for recreation.

Besides the inspection of ordinary schools already referred to, I completed within the year the examination of the model schools under my

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charge, and of the teachers, male and female, in the ten districts which form my circuit. In my report for last year I dwelt upon the necessity of simplifying the examinations of the teachers, so as to allow of a larger proportion getting into the second class than are enabled to attain to it at present. I observe that one of my colleagues, in his general report, referred to the same subject, and advocated views in the main similar to mine. The experience of another year but tends to confirm me in the opinion I then expressed, and I take this opportunity of again urging most earnestly upon the Commissioners such a modification of the programme for second-class teachers, as would allow the many excellent teachers at present unable to go beyond first division of third class to obtain promotion. The subjects which render admission to second class impossible in the case of so many deserving teachers are very rarely taught in ordinary National schools, even by teachers who are familiar with them; and it cannot be denied that a man may be a very excellent teacher of the ordinary and essential branches of the primary school course, without knowing anything of natural philosophy, logic, or even algebra. To insist upon teachers mastering these subjects as a condition of admission to the second class, seems, under the circumstances, as unreasonable as it would be to insist upon their knowing classics or modern languages. The majority of them have as little opportunity of learning one set of subjects as the other; and the only effect of introducing them into the course is to exclude many most deserving teachers from the prospect of rising in their profession. In the case of the female teachers there is no such obstacle; the subjects of examination for all classes being the same, with the single exception of history, which is introduced into the programme for female teachers of second and first class, and the effect is that the female teachers are more highly classed than the males. Excluding probationers, who are merely apprentice teachers, the percentage of male principal teachers in the first class is 13.2, in the second class 34.8, and in the third class 52.0; while the corresponding percentages of the female principal teachers are 15.4 in the first class, 38.3 in second class, and 46.3 in third class. In other words, of every 100 male teachers—principals—in the Board's service, excluding probationers, there are, in round numbers, 13 in first class, 35 in second class, and 52 in third class; while of every 100 female principal teachers, slightly over 15 are in first class, 38 in second class, and only 46 in third class. These were the proportions at the end of 1869; but if there has been any change since then, it has been rather in favour of the female teachers than otherwise. There is no valid reason why the female teachers should be more highly classed than the males, if the latter had the same opportunity of advancement, as they would have, as far at least as second class, if the extra subjects referred to were removed from their programme.

I cannot say that the male probationers coming forward during the year exhibited any superiority over those presenting themselves for some years past. As a body, they were decidedly inferior to the men we got some ten or fifteen years ago. It is in vain to hope for any marked change for the better in this respect, until the material condition of the teachers is considerably improved, and the inducements held out to young men to enter the Board's service largely increased. I need not travel again over ground which has been so often traversed both by myself and others who have advocated the claims of the teachers to more liberal remuneration. Happily their cause no longer needs our assistance, for it is pretty well known that the Commissioners of National Education have recommended a substantial addition to their emoluments.

There is, however, one point connected with this subject on which I

must dwell a little. It is strange that the principle of annual increments, which is universally adopted in the Civil Service, has not been applied to the teachers. At present the probationer who gets first division of third class at his first examination, receives pay exactly the same as the veteran of the same rank who may have given the best part of his life to the service, and the same rule holds in the higher classes. This is an anomaly. We complain that men leave our service, yet we offer them no inducement to stay. We lose the teacher who has gained some experience and possibly some reputation in his profession, and we supply his place, at exactly the same cost, with an inexperienced, unknown man, destined probably to leave us similarly in his turn. Pending the settlement of controverted principles—which it may take years to decide—and the introduction of reforms, or at least alterations about which experienced educationalists are by no means agreed, might we not take some steps towards arresting the daily desertion of our service by young men of promise, by introducing a system of annual, biennial, or even triennial increments to their salaries? The good-service salary attainable only after eight years' service in theory, but in practice not till nearly double that time has elapsed, is too remote and too uncertain to enter into the young teacher's calculations when he takes stock of his prospects under the Board; but a regular fixed increment, to which he would attain by mere efflux of time, and which would be withheld only in case of gross negligence or misconduct, would be a tangible object fairly within his reach, and likely to exercise a strong influence on his decision when tempted to leave the service.

The introduction of open competition for the Civil Service adds yet another inducement to teachers to abandon their profession—several have already got situations in the Excise, and others are preparing to follow. It behoves us then to be wise in time to render our teachers contented, by giving them remuneration in some degree proportioned to their attainments, and to the importance of the work they perform; and to give it in such a way as shall most effectually induce them to remain with us. It is an unwise economy that drives away our skilled hands, and by so doing discourages the better class of recruits from joining our ranks. The best teachers are the cheapest, even though they individually cost more than bad ones, for they produce the largest results; and in estimating their value, we should have regard not merely to the amount of work they perform from day to day in the schools, but to the ulterior blessings which they confer upon society by adding to the number of its educated members.

I have the honour to be, gentlemen,

Your obedient servant,

M. FITZGERALD, Head Inspector.

The Secretaries, &c., &c.

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*M. Fitzgerald, crp.*

## Appendix D.

## APPENDIX D.

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at inspec-  
tions made  
during the  
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## EXTRACTS FROM DISTRICT INSPECTORS' ANNUAL REPORTS for the year 1870.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 1, Letterkenny; Mr. Macanlay.—*Reading* (including oral spelling and explanation).—In this essential branch very few of the pupils have made what may be called a satisfactory proficiency. With rare exceptions all read too fast, and in a tone which is monotonous and unintelligible. Apart from the local peculiarities of pronunciation that predominate, there is a manifest indifference about becoming good readers. The pupils appear satisfied with their progress if they can rhyme a sentence or a page without emphasis or expression, quite regardless whether their hearers know more or less of the substance than they do themselves. Little attention is paid to the correction of errors or to friendly remonstrance. The mistakes pointed out and commented on at one visit are repeated at the next.

Spelling is fairly understood in many instances, but a large proportion of the third class, and many of the fourth, are incapable of dividing the words into their proper syllables.

Explanation has made but little progress. It is a constant cause of surprise to find fourth-class pupils utterly ignorant of the meanings of the words occurring in the Third Book and even in the Second; and I have seldom met a fourth-class boy or girl capable of writing out in their own words the substance of a sentence or passage selected from their ordinary lessons. If the capacity to read and explain be tested by selecting a page from a book to which the pupils are unaccustomed, or a leading article from a newspaper on any common subject, or, in fact, anything outside the routine of their lessons, they read with hesitation and without intelligence, and are utterly bewildered as to the meaning. In most cases, therefore, the children must be considered as learning to repeat rather than learning to read with that intelligence which would enable them to use their knowledge with advantage in after life.

*Arithmetic.*—The practical part of this most important subject is very fairly understood in the greater number of the schools; both boys and girls in the advanced classes exhibit a satisfactory knowledge of notation, simple and compound rules, and can work with accuracy and facility easy questions in proportion, practice, and interest. They are, however, as a general rule, deficient in a knowledge of the theory and principles on which these rules depend. If asked to solve questions requiring thought and judgment in interest or compound proportion they need more time than can reasonably be afforded at a cursory examination, and when restricted in time a full and satisfactory answer is not always obtained.

Mental arithmetic is rarely taught as a necessary or indispensable part of the education of a country boy or girl. Questions to be solved mentally take them altogether by surprise. Sufficient time is not devoted to the subject, nor is it taught or attended to with the application or assiduity its manifest importance deserves.

Fractions, both vulgar and decimal, are not understood in that thoroughly comprehensive manner which indicates the radical knowledge of a subject.

To train up children to become really ready, expert, and accurate calculators, I consider it is first necessary to insist upon a thorough know-

ledge of the elementary tables and initial rules, and afterwards to make them, by explanation and frequent repetition, capable of reducing to practical purposes the tables and rules they have impressed on their memories.

*Pennmanship.*—The pupils of this district are not in general remarkable for either elegance or legibility of writing. Too great a space is left between words, and the letters are not made of uniform height. These main defects give an untidy appearance to the copies or pieces, no matter how well rounded the turns or how neatly defined the strokes may be. The introduction of Mr. Foster's copy-books affords a partial remedy, inasmuch as by defining the space for a word in the initial copies, it accustoms the youthful hand to greater accuracy. The real secret of amendment, however, lies in the constant supervision and increased attention on the part of the teachers. The examination and correction of a copy after it is written is a process nearly useless; while the writing is in progress is the time for the teacher to examine it. I do not entertain the opinion that it is absolutely necessary for a teacher to be a good penman. My experience would prove the contrary. A knowledge of the essential principles which constitute good writing, and a careful observation of the pupils when engaged in it, are sufficient. Writing is but imitation, and many excellent writers have been altogether self-taught.

*Writing from dictation.*—Exercises in this most useful branch are given with regularity and considerable success in all the schools under my care. Though all the advanced pupils have not yet attained a high degree of perfection in the correct writing of difficult sentences or unusual words, yet the majority have made a very good proficiency in writing from their lesson books, or on ordinary subjects. Greater attention may still be bestowed with advantage in teaching the uses of stops and capital letters. Those essential requisites of correct writing are not so well understood as they should be.

From the anxiety evinced by the children generally to acquire the habit of writing correctly, and the attention of the majority of teachers in promoting the wishes of their pupils for this useful acquirement, I venture to hope that before long bad spelling and incorrect writing will become the exception instead of being the rule as heretofore.

*Grammar.*—The knowledge of grammar, when understood in its higher sense, is neither so general nor so correct as might be expected from the time and attention devoted to it. Most of the pupils in their respective classes can distinguish the simpler parts of speech, and many who can parse a sentence with tolerable accuracy, will nevertheless use incorrect language in their ordinary conversation. This habitual defect is correctly traced to their domestic associations, which have the pernicious effect of undoing in the evenings and mornings, what the teacher does during the day. The remedy for this must be gradual, with continual watchfulness on the part of the teachers, all of whom should be deeply impressed with the importance of training up their pupils to speak and write correctly. This most desirable end will scarcely ever be attained if the time now devoted to the study of grammar be limited, or the subject, as some would suggest, eliminated from the official programme. A change so absurd and inconsistent would have the effect, in a few years, of bringing people to speak a barbarous jargon, unintelligible either to their hearers or themselves.

*Geography.*—If geographical knowledge were limited to a definition of technical phrases, or to the indication on a map of such places as may be named by an examiner, the proficiency could not be regarded as dis-

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credible. Let the map be removed, and the pupils be questioned as to the relative positions of the different countries, provinces, cities, mountains, rivers, or natural boundaries, a remarkable want of intelligence can be discerned; or, let the commercial relations of different countries with our own be inquired after, the result will be the same. Yet, such is the knowledge of geography from which the pupils are likely to derive any advantage in their future intercourse with the world.

A confused jargon about "zeniths" and "zodiacs," "planes" and "parallels," "aphelions" and "perihelions," "isothermal lines" and "perpetual congelation," may sound very well to the ears of a stranger, but for practical purposes in a National school it is worse than ludicrous, because it directs the children's attention from useful pursuits.

*Needlework.*—This branch is taught with varied success in thirty-seven schools, by female teachers, workmistresses, and junior assistants. In none of these is the character of the work deserving of special commendation. The ornamental work is especially inferior, while the plain work does not compensate by its excellence for the defects of the ornamental. Sufficient attention is not given to the important requirements of cutting out shirts, dresses, &c., neither are the pupils trained to adopt a neat and judicious style of mending and patching. Yet these are among the most useful acquirements for the future wives of farmers, artisans, and farm labourers.

The teachers themselves, at least such of them as have executed specimens under my own observation, are not remarkable for neatness of execution or strict adherence to the patterns.

Complaints are constantly made of the difficulty of procuring materials, yet I invariably find, that wherever skilful hands can produce creditable work, the supply exceeds the demand. The public are confident their materials will not be "botched."

Knitting being a branch of general industry in this country, so general, indeed, as to latterly effect most seriously the attendance at the schools, though done for a mere nominal remuneration, the proficiency in it cannot be regarded as due to the instruction obtained in the schools.

As a protection against the appointment of incompetent persons as workmistresses, I would take the liberty of suggesting that no person be in future appointed to the office unless a favourable opinion be given by a reputable authority at the Central Office, on specimens of work done in presence of the Inspector.

*Extra Branches.*—*Singing* is taught in 5 schools; number learning 142 boys and 121 girls. General proficiency, fair in most of the cases—the pupils generally exhibit but little desire for this instruction.

*Drawing* is taught in 2 schools; number learning 11 boys and 13 girls. General proficiency, fair in one, middling in the other.

*Agriculture* is taught in 8 schools. Number learning 35; general proficiency, fair in theory; nature and division of soils, drawing and manures. The Agricultural Class Book is taught with fair success in 12 schools, and without any marked effect as yet in 20 schools. This instruction is of quite a desultory character.

	Schools.	Number Learning.	General Proficiency.
Mensuration, . . . .	8	14	} Fair Elementary.
Geometry, . . . .	10	23	
Algebra, . . . .	10	25	
Book-keeping, . . . .	6	13	



*General observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

*Appendix D.*

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The present condition and future prospects of National education in this district are specially influenced by the irregular attendance of the children, and the want of a controlling power which would counteract the dispositions of the parents in withdrawing their children from school at an early age, or for the greater part of the year, in order to hire them out as servants for some trifling remuneration. The extent to which this system of hiring is carried may be gathered from this fact, that from one parish alone in this district, over 500 boys and girls of a school-going age have been hired in this and the adjoining counties during the past summer months. It may then be truly said the greatest obstacle to National education arises from the people themselves. Educationists may theorize, and philanthropists may devise remedies, but so long as the mass of the people stand aloof, whether influenced by prejudice or interest, it is vain to hope for that general diffusion of education amongst the class for whom the National system was intended by the legislature.

Except in a few town schools the attendance all over this district is greatest during the months of December, January, and February, with part of March. So soon as the spring labour commences, the children, even the smallest, are gradually withdrawn to give a helping in "putting down the crops"; when that is done, they are occupied in saving the turf, and afterwards most of them are hired during the summer and autumn; returning to their homes by the latter end of November, they get back to school in December, merely to relearn what they had forgotten during the previous season. This going and returning, learning and forgetting, goes on till the boys or girls come to be of an age when they are so grown as to be ashamed to go to school; then they leave for life, their stock of education consisting of a clumsy attempt to write a letter or read a prayer-book.

To counterbalance this indifference on the part of the parents, I see no effective remedy except in a legislative enactment obliging them to keep their children at school for a certain number of days annually, till they attain the age of fourteen; and as a further impulsive stimulant, I would impose an educational rate, say of three pence in the pound, in the ordnance valuation, levied as the present poor-rate or grand jury cess.

The burthen of such taxation would be so light as hardly to be felt, and when all would contribute equally, all would stand on the same independent equality in the school-room.

To counteract in some degree the culpable disregard of such land-owners as take no interest in the education of their tenants' children, I would oblige them, by law, to grant eligible sites for schools wherever necessary, on the same principle that lands must be given for railways, roads, canals, &c.; it is merely an extension of the principle that public interests are paramount.

As a remedy for the loss sustained by irregularity of attendance, I would suggest the propriety of extending the school-hours. The actual work of the school should commence at 9.30, and continue to 3 o'clock, with half an hour's intermission, thus giving five hours daily to school business. I would also recommend that Saturday should cease to be what it is, an educational *dies non*, a day of idleness for both teachers and pupils. As for the religious instructions said to be given on that

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day, in nearly all the schools I have experience of, it is simply a fiction. Further, with the view of rendering the existing schools more efficient, I would suggest that the present junior monitors be in future discontinued; that the two classes of senior and first-class monitors be continued; the age of admission reduced to twelve years, and that the appointments be no longer limited to schools having III<sup>d</sup> teachers, or an average of 35; but the average should be calculated for the winter months, when the services of monitors are required. This further development of the monitorial system would be productive of much good in giving increased facilities for the teaching of the first class, the most difficult, but often the most neglected in the school, and in preparing a large staff of future teachers partially trained to the art.

On the subject of monitors, I would suggest that the present unpaid monitors' classes should be altogether abolished. It is a system which is by no means agreeable or satisfactory to the parents who send their children, as they say, to school, "*to learn and not to teach*"; and, I am sorry to be obliged to think, it has a more tangible existence on paper than in reality. I cannot better illustrate this latter opinion than by a question proposed to a teacher by a manager, distinguished as well for his zeal in support of education, as for his independence of character and regard for truth. In addressing the teacher, he said—"The Commissioners have awarded you a gratuity for the instruction of unpaid monitors. *Here is the money, where are the monitors?*"

The foregoing suggestions might increase the attendance and diffuse education more widely if fully adopted; but, if it be required, as it ought and must, to make the present staff more energetic, more reconciled to their laborious and thankless tasks, more ardent and more zealous in bearing the heavy burthens of an unostentatious life, I would respectfully urge upon the Commissioners and the Legislature the paramount importance of increasing the salaries of those meritorious public servants so as to bear a favourable comparison with the important duties they are bound to discharge. What energy or hearty good-will can a poor teacher bring to the discharge of his duties in a school, who leaves his wife and family in a wretched cabin, shivering with cold, and enduring, as I have known them to do, the gnawing pains of hunger, and when his "*weary task is done,*" returns to find them worse than when he left, without fire and without food.

Or with what vigour of mind or body will a poor female enter on her daily task, who, poorly and thinly clad, comes, dripping with rain or covered with frozen snow, exhausted and footsore after a journey of miles, into a cheerless and uncomfortable school-house on a dark December morning, without a fire to dry her garments or a face to welcome her, condemned to remain for hours shivering with cold on a damp and clammy earthen floor, and doomed to bear away to her miserable home the seeds of disease, perhaps of death.

This is no imaginary picture, nor is it a solitary instance, for day after day it can be realized. And all that toil and drudgery, which a common charwoman would shrink from enduring, is undergone for a pittance no trained servant would accept, namely, *ten pence a day*, out of which the rent of the school-house must, perhaps, be paid. Let such sources of disaffection be effectually removed, because no parent who regards the future welfare of his children will permit them to be trained as teachers with such examples before him. I believe the increased efficiency of schools depends upon a more thorough and effective public recognition of the highly important services rendered by the

teachers; and I am satisfied that, with increased pay, and corresponding social elevation, their zeal will be renewed, and their hopes encouraged.

I am of opinion that, keeping in view the increase of salaries, the standard for admission should be raised; the grade of "probationer" should be abolished, and none admitted who are not qualified for a class; and, in the same spirit, I would abolish the distinctions in divisions of classes, and have only first, second, and third.

Having regard to the civilizing influence of higher education I do not concur in the opinions of those who would make teaching an exclusive profession. I would have the inducements and remuneration such as to attract to the employment young, able, and energetic men of good address and refined manners, who, by engaging in it for some years, would make it a stepping-stone to more lucrative professions.

By adopting this course the teachers' status in society would be raised, the manners of the pupils would be improved, and, in the success of their instruction, they would have before their eyes the most laudable object for honourable emulation.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 3, Londonderry; Mr. Dugan.—*Reading* (including oral spelling and explanation).—The general character of the reading shows a decided improvement in clearness of articulation and in expression. This is to be ascribed partly to the increased care in teaching, and partly to the excellence of the text books. Oral spelling is fairly attended to; explanation not sufficiently so.

The general tenor of my suggestions on this subject during my rounds of inspection has been:—I. There should be at least two exercises in reading daily of from forty to forty-five minutes each. II. A new lesson, comprising not more than a page, or a page and a quarter, to be given daily. III. This new lesson to form the subject of the second or afternoon exercise; the teacher to read it aloud for the pupils as clearly and correctly as possible, then to explain succinctly the subject-matter, and, wherever necessary, the drift and scope of sentences, the meaning and force of words. The pupils are then to be required to read portions of the lesson as nearly as possible in imitation of what they have just heard; this exercise to continue during twenty minutes or so. Finally, they are to be told to have this same lesson prepared for next morning's exercise. IV. In the morning exercise two-thirds of the time to be given to reading; the remaining one-third to intelligent explanation.

In this way one may hope to introduce to our schools the practice of easy and expressive reading, which, as it is one of the most difficult, so it is the best and highest school accomplishment that a child can possess. Morally, it is the highest, inasmuch as the habit of forming the expression in consonance with the idea or part to be expressed in reading must promote the exercise of ordinary language, so that expression there, too, must become the exponent of thought. In a utilitarian point of view it is the best; it deals with the means of communication between man and man, enabling him to receive *truly*, and to impart *truly*, those experiences and ideas, the sum of which constitutes human knowledge, and renders intercourse possible.

*Arithmetic.*—Arithmetic is fairly taught, and to a fair proportion of pupils. The proficiency in notation, in simple and compound rules, and in proportion, indicates a steady improvement over previous years. In support of this statement I refer to the table of comparative proficiency

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*Appendix D.* for 1868, 1869, and 1870, given under the heading "General Observations."

Proficiency of Pupils found in attendance at inspections made during the year.

That a clear idea may be formed of what is meant by "proficiency," under the respective headings, I append a few notings.

*Notation.*—I require the teachers to prepare a large-sized "Diagram of Notation," to have it neatly mounted and suspended near the black board. This diagram contains the names of the groups and of their subdivisions, both to the left and right of the decimal point. This latter is taught and explained merely to the senior pupils, though I am unable to see why those of second and third classes should not also understand it. A number being dictated to the pupils, they are to analyze it or separate it mentally into its constituent parts, and set down each in its proper position, *e. g.*—such a number as 5,060,050. I always refuse a mark unless the groups be properly pointed off.

*Simple Subtraction.*—If it be second class I set down the minnend on the black board; for third or higher it is dictated merely; for example, such a number as 402,002. This being entered on the slates, it is erased from the black board, and the subtrahend, such as 3,095, is then written on it. This is likewise entered and the pupils are required to find the difference.

*Compound Division.*—As tests of the proficiency under this heading, I give such exercises as:—The wages for 35 men amount to £8 15s. 8½d., find what each man is to receive? £365 8s. 9d., amongst 63 men? 11 cwt. 3 qrs. 14 lbs. of coal amongst 14 families, and so on. Should there be remainders, the true ones must be brought out, and the senior pupils are required to explain the method for finding these.

*Simple Proportion and Higher Rules.*—Examples given to test proficiency:—If the penny loaf weigh 9 ozs. when wheat is 6s. 3d. a bushel, what should it weigh when wheat is 4s. 6d. a bushel?

The income-tax on £375 7s. 6d. = £58 13s. 9½d., find how much per 1s. 0d.?

28s. pays for the carriage of 1 cwt. for 150 miles, how far should 6 cwt. be carried for same money?

134 cwt. 1 qr. 21 lbs. @ 18s. 4d. per cwt.?

Find interest on £62 for 4 months at 5 per cent.?

These examples have been taken at random from my note book; the questions are varied not only at every round of inspection but almost every week. Neatness of work on the part of the pupils, such as neat regular figures, the drawing of straight lines, and the absence of sprawling, scattered operations is always commended.

*Penmanship.*—Fairly taught to the second and higher classes. In nearly all cases the pupils of second class now write on paper. The instruction of first class is not adequately attended to; the pupils of this class should be trained from the earliest stage in the use of the pencil in imitating outlines of objects; such practice serves to educate the eye and the hand, and is, moreover, a most interesting occupation for these little ones, with whom school-time generally hangs so weary. For penmanship these outlines for imitation are merely the oval double-curve and straight line. The power of freely drawing these at once leads to penmanship.

I recommend the teachers to give more supervision to the pupils when writing, and to mark each copy regularly according to merit—the full mark twenty to include three elements, *viz.*, twelve for good imitation of head line, or good writing, five for good spelling, and three for neatness and cleanliness; any sum of marks under ten to count as cipher. This has a wholesome effect upon the pupils, and I am now glad to say that

slovenliness in copies is not nearly so general as formerly. For advanced classes I do not test the proficiency by the mere writing from copy lines, but also require the production of exercises from transcription. Appendix D.  
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Writing from dictation is taught with a very fair degree of success. The ludicrous and glaring errors in spelling, which in primary schools were so common a few years ago, in the third and even higher classes, are now very seldom seen in the exercises.

On looking over my note-book I find the first three out of numerous selections for exercises to be—p. 35, B. III, paragraph commencing, "This animal is solitary," &c.; p. 137, B. III, half paragraph commencing, "First she spins loose threads," &c.; p. 307, B. III, paragraph commencing, "A little group is seen," &c.

These are specimens of exercises for third and higher; sometimes I select passages from the Fourth and the more difficult parts of Second Book. For second class my selections are from the First Book, and easier portions of Second Book. In the great majority of schools the senior pupils produce three kinds of exercises on paper, writing from head lines, from transcription, and from dictation.

*Grammar.*—Grammar is very poorly taught. I cannot say that syntax is intelligently understood by any of the pupils; the parts of speech are taught too much by mere rote. This subject, together with geography, are comparatively neglected in the rural schools, the teachers stating that, owing to the irregularity of attendance and the shortness of the time during which the children are left at school, they are obliged to give their whole time to the more essential subjects of reading, writing, and arithmetic.

*Geography.*—There is no subject in which I find it more difficult to get teachers to travel out of the old grooves of method than geography. They persist in putting their pupils through the gymnastics of the pointer to dart at names on the map or to flourish it in some undefined curve in the air to represent a so-called boundary. The little black mark formed by the printing of the name is the limit of the child's knowledge regarding the region indicated, and his own common sense comes in to tell him that the boundary separating two regions lies somewhere between them; but that is all.

*Needlework.*—The instruction in needlework indicates much progress. I have adopted the plan of requiring the preparation of needlework samplers in all schools where female teachers are employed. These samplers consist of pieces of linen or calico about a foot square. At each side each pupil is to work quarterly specimens of what she can do with the needle, such as stitching, hemming, button-hole work, top-sewing, &c., the name of the worker written by herself in the centre, and the date of each working under the specimen. Each sampler thus lasts for one year. If the pupils attend regularly, and the teacher discharge her duty, of course the progress is easily ascertained from the successive workings. These samplers are worked in the respective school-rooms, certified by the teachers as bona fide the work of the pupils named, and preserved for inspection in a sort of portfolio; this portfolio is easily formed from the cover of an old school account book.

*Extra Branches.*—Singing is taught in 17 schools; number learning, 599; general proficiency, tolerable. Very little musical taste appears to exist amongst the poorer classes of this district.

*Drawing* is taught in 7 schools; number learning, 91; general proficiency, medium. The teachers in only two of these have certificates for drawing. Mr. Foster's series is used; skill and taste on part of teachers very slight.

## Appendix D.

Proficiency of Pupils found in attendance at inspections made during the year.

Instruction in agriculture, important as the subject is, meets with the fate of all other extra subjects in ordinary rural schools. The teachers state that they must devote the children's time to instruction in reading, writing, and arithmetic. The Agricultural Class Book is taught with fair success in five schools, and without any marked effect as yet in three schools. Number learning, 46. The Agricultural Class Book, admirable as it is for advanced classes, is somewhat too technical and bulky for general use. The teachers themselves do not understand it, and they lack the skill and information to render the matter instructive and useful.

	Schools.	Number Learning.	General Proficiency.
Mensuration, . . . .	20	44	Medium.
Grosmetry, . . . .	13	23	Medium.
Algebra, . . . .	9	16	Medium.
Book-keeping, . . . .	17	52	Fair.
Reasoning, . . . .	1	3	Elementary.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

On the actual conditions and prospects of National education in this district I have but little to add to that which has been stated in my report for last year. The circumstances of the schools as to numbers, average attendances, and ages of pupils in 1869 and 1870 show a change hardly perceptible. The proficiency, however, exhibits a line of distinction better marked and in favour of the latter year, as indicated in the following table referring to the last three years:—

Subject.	Per-centage of those Examined in each subject for		
	1868.	1869.	1870.
<b>Reading:—</b>			
Able to read Book I. correctly, . . . .	31	32	26.3
" " II. . . . .	26	21	25.6
" " III. and higher correctly, . . . .	17	13	17
<b>Arithmetic:—</b>			
Correct in notation of millions, . . . .	30	38	40
" simple subtraction, . . . .	47	46	51
" compound division, . . . .	24	24	30
" simple proportion or practice, . . . .	19	11.5	12.7
<b>Writing:—</b>			
Able to write fairly on paper, . . . .	37	38	39
" with freedom and neatness, . . . .	5	8	7

Proficiency of Pupils found in attendance at inspections made during the year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 3, Coleraine; Mr. Bolc.—*Reading* (including oral spelling and explanation).—There is no branch in which a more marked and gratifying improvement is to be found than in reading. Looking back over the experience of several years, a striking contrast is clearly observable. The indistinctness of pronunciation, and low and inaudible tone of voice, which some years ago were so painful to an examiner, are now rarely to be met with. In fact, considering the disadvantages under which this subject must in many places be taught, the results are, on the whole, very satisfactory. The opinion has been year by year steadily gaining ground among teachers that reading is the most important subject of the school course, and that they cannot afford to neglect it. The improvement has taken place in all classes, but principally in the junior; for it

is in the first class that the foundation of good or bad reading is laid. In that class the style of reading has of late very much improved, and the monotonous drawl with which the words of the lesson used to be repeated without sense and connexion has entirely disappeared. The first class pupils are now taught to read so as to bring out the sense, and even in that point a great step has been gained. I have found it necessary during the past year to look closely after the oral spelling of both words and phrases in first and second classes, having found a tendency in many cases to depend too much on transcription and dictation for the teaching of spelling. Similarly, the explanation of phrases has, as in former years, required much care, as the tendency in this respect is to depend too much on the columns of words at the head of the lesson. The explanations given in many instances in the lesson books are not good, and in any case they should not supersede the familiar explanation of a difficult phrase by a simple one in the language familiar to the pupils. There are many words in the advanced lesson books of which the explanation might with advantage be given in the books, especially as some of them, such as "anchylosed," "binishes," &c., are not to be found in any ordinary dictionary within reach of the majority of teachers.

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*Arithmetic.*—In general the classes are found very fairly up to the requirements of the programme in arithmetic. In this subject also the foundation is to be laid at the outset, as much of the success of the instruction afterwards imparted will be found to depend on the manner in which the pupils, while in first and second classes, have been handled. Accordingly, my efforts have been continued to have the addition table thoroughly and systematically taught as a table to first class. In this matter I have had to encounter a good deal of prejudice on the part of the teachers, for many of them were in the habit of letting the pupils pick up whatever knowledge of this table they could in any way without direct teaching of it, while others who profess to teach the table did so in a random, haphazard sort of way, which they would not have thought of applying to the multiplication or any other table. I have resolutely insisted on the addition table being so taught to first class that the sum of any two digits could be told at once, as a mere matter of memory without calculation, and I have never known any teacher after carrying out this plan fairly to grudge the time spent on it, or complain of the results. I have a considerably-increased number of schools in which counting on the fingers, or in any such mechanical way, is never seen. As to the results returned by me in proficiency tables on this subject, it may be worth while to mention that my examinations were conducted in such a way as to preclude any possibility of copying. In simple subtraction, for example, no matter how large the class, no two pupils had the same subtrahend. In division of money different factors or different divisors were used by all pupils within reach of one another; and in proportion and practice entirely different exercises were given to each pupil. This plan involved additional time and trouble, but this disadvantage was amply repaid by the additional accuracy obtained, and by the effects of increased strictness on teachers, pupils, and schools.

*Penmanship.*—This subject is taught in a very satisfactory manner, and with good results. The constantly increasing care bestowed on the writing is very marked, and produces corresponding effects in the success attending the teaching. I am in the habit of requiring that writing be commenced the very first day a pupil enters the school, as even the youngest pupils in first class can be taught to make straight lines on slates, and that progress in this branch should keep pace with that in

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during the  
year.

reading and arithmetic, as I consider it of the utmost importance that these three subjects should go on side by side. Children themselves take pleasure in this exercise, and are gratified by their progress in it even more than by their improvement in reading, as they are pleased by their own handiwork, and are early stimulated to care and improvement in it. I can repeat my testimony borne last year to the care with which the copy books are kept, and to their freedom from blots or other signs of carelessness, which in the early years of my experience were far from uncommon.

*Writing from Dictation.*—Writing from dictation has always been taught with care and success in National schools, and the excellence of the results in this branch are universally acknowledged. It continues to be well taught, and there is nothing special connected with it in my experience of the past year calling for remark.

*Grammar.*—I still entertain the opinion which I expressed a year ago, that most of the time devoted to grammar in the second class is almost lost, as those who leave school before having advanced to the higher classes have received no instruction in this subject which can be of practical use to them, and those who remain for a longer period at school could learn in a very short period after entering the higher classes, what has cost so much time and trouble in the earlier stage of the school course. It is a fact that many of the pupils leave school with very little useful knowledge of grammar, after having spent a good deal of time at it. The subject has been very fairly taught during the past year, and the results are about equal to those obtained in former years.

*Geography.*—In most cases I have had reason to be satisfied with the proficiency of the classes in this subject. The tendency manifest among teachers is to make geography more interesting, and less a mere dry matter of rote, and consequently the pupils enter more heartily into the instruction imparted. It used to be very common to hear of the complaints of parents regarding the time devoted to this subject. Such complaints appear now to be very rare, and this is an evidence that the subject has become more popular; an evidence also, perhaps, of a change caused by the spread of National education, in the way of making the mass of the population entertain a more enlarged idea of the scope of education, as embracing, not merely the limited curriculum with which a former generation was acquainted, but extending to a knowledge of other places and other people than those with which they are conversant in every day life.

*Needlework.*—The introduction of needlework into the examination of female teachers and monitors, and also into the proficiency tables of Inspector's reports, has had the effect of bringing out much more prominently than formerly the importance attached to this branch. As the natural result, more importance is attached to it in the schools themselves, and more attention is paid to it. I can report favourably of the general proficiency and progress of the female pupils in this subject. Plain sewing, knitting, and cutting out are the chief points attended to, and are not in any instances with which I am acquainted subordinate to the attractions of fancy work and embroidery, which are only introduced when the solid and useful parts of needlework have been acquired.

*Extra Branches.*—*Singing* is taught in 28 schools; number learning, 1,390. In 10 schools gratuities were awarded to the teachers; in 2 others the teachers would have received gratuities but for unsatisfactory results; in the remaining classes the teaching was by ear only.

*Drawing* taught in 11 schools; number learning, 296; gratuities were



awarded to 6 teachers; in the remaining cases the results were not such as to warrant gratuities.

Agriculture taught in 5 schools; number learning, 59. The instruction is generally limited to reading the Agricultural Class Book; there is no ordinary agricultural school in the district.

The Agricultural Class Book is taught with fair success in 3 schools; without any effect as yet in 2; and not taught in 81 schools.

*Appendix.*  
Proficiency of Pupils found in attendance at inspections made during the year.

	Schools.	Number Learning.	General Proficiency.
Nomenclature, . . . .	34	77	In general very fair.
Geometry, . . . .	34	47	Knowledge in almost all cases elementary.
Algebra, . . . .	17	35	Little proficiency obtained.
Book-keeping, . . . .	33	72	Fair.
Reasoning, . . . .	1	2	Elementary.

*General observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

There is but little calling for special remark in the state and prospects of National education in this district, arising from the experience of the past year. The system has taken deep root in this part of the country, and seems to be generally popular. The schools are widely spread over the entire district, and the means of education are furnished to all. The past year has been one of quiet, but of steady and successful work in the schools. I must repeat the testimony borne by me on former occasions in my annual reports, that the duties of the teachers are discharged with zeal and efficiency, and that their labours are deserving of a better recompense than they obtain. The teachers of this district have not been given to clamour or agitation with reference to their condition and circumstances, few of them have in any way identified themselves with the public movements of this nature which have been common of late, and on this account all the more heartily do I express my opinion that, having regard to the responsible nature of their position, to the importance of their duties, and their general utility as public servants, they have strong claims for higher remuneration. It is constantly becoming more difficult to obtain good male teachers for vacancies as they occur, and there is a steady increase in the number of cases in which from this cause female teachers have been appointed to take the place of males. This change has for so far been effected without any detriment to the public interests. The supply of really good female teachers is abundant, and for small rural schools, good female teachers are more useful than bad male teachers. The age at which boys leave school is becoming somewhat lower every year, owing to the demand for farm labour; for boys under twelve years of age the instruction of a patient and earnest female teacher is sufficiently effective, and beyond that age, boys do not think it a hardship to go a mile or two to a school under a master. But it would be a retrograde step if this change should be allowed to go on so far as to reduce the number of male principal teachers much below its present limit. There is also a difficulty in obtaining for the office of male paid monitor candidates of whom there is any reasonable prospect that they will become teachers, and it is obviously of little advantage to employ any others. While the supply and the quality of female monitors are improving, there is a falling off in both respects as to the males. I beg to suggest with a view to counteracting this defect to some extent that there be an increase to the salary of male monitors, corresponding to the difference in the salaries of male and female teachers.

## Appendix D.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

I observe a continuous improvement in the management of the schools. From the managers I uniformly obtain support and co-operation in all matters tending to the improvement of the schools, and I see marks of a growing interest in, and increased attention to them. I may instance, as an example of a manager's useful influence, the case of Captain Strouge, agent of the Clothworkers' Company, who is manager of six schools on the property of the company, and interested in two more, all of which receive handsome donations from the company, and who has every year accompanied me to the public examination of each of these schools, and shown that he felt an interest in knowing what was being done in them, and has on these occasions distributed among the pupils money prizes placed in his hands for that purpose by a member of the company, who does not make known his name in connexion with this act of liberality. These premiums were for some years given for cleanliness in person, and neatness and cleanliness in dress, care being taken that the claims of the poorest should be regarded, until the effect had become so marked that it became difficult to distinguish those best entitled to reward, and the premiums are now given for regularity of attendance, good conduct being also taken into account. In this way much good can be done with little trouble, and at little cost.

The supply of maps and school apparatus has been well kept up in my district. In this respect the want of free stock has not been felt so much as I see it has been in other parts of the country. I have used my own influence freely with managers, teachers, and school committees, and the result is that I believe at no former period was there in the district so good a supply as at present of maps and other similar requisites. I may mention that only in two cases during the year did I consider it necessary to request that a letter should be written from the office to the managers on this subject. The state of schoolhouses in this district is also very satisfactory. Of 128 schools only five have thatched roofs, and only two have clay floors.

I regret to be obliged before closing this report to go a little beyond the ordinary topics with which such a report has to deal, to notice a more particular matter, which I think should not be passed over in silence. In the special report on model schools, furnished by two of the Royal Commissioners to inquire into Primary Education in Ireland, I find the insinuation plainly put that I was the author of what they call a trick, that trick being neither more nor less than gross fraud in the returns of average attendance from one of the model schools in my charge. On this insinuation is based the still further, and, I presume, equally groundless insinuation, that this practice is common in model schools. As these gentlemen go the length of involving the Board of National Education in this fraud, I feel that I am called upon to state the facts of the case; and as the charge was made in an official report, I consider it my duty to take advantage of the opportunity of an official report to place on record a refutation of it, such as the interests of truth and the importance of the case demand. I shall quote the accusation in full, and shall reply to it very briefly. The following passage will be found at page 745 of the report:—

"The importance of accuracy in matters connected with registration and averages is not recognized. As an example, on examining a model school which we visited on Saturday, and inspecting the registers, we found the average daily attendance for the week was not formed in the usual manner. The school being opened on Saturday, the number of children attending on that day was small, and so the practice in finding the daily average was, to divide the total number of attendances for the six days by five instead of by six, so as to make it appear that the

average daily attendance was greater than it really was. The number of children attending on the sixth day was taken, but this number merely served to increase the number of children who had attended on the first five days, and so give a fictitious result, magnifying the popularity of the school.

"We were assured that this was done by direction of the Inspector, and it was supposed that the plan was adopted by orders from headquarters. When we expressed surprise at such a trick as this, the head teacher *naively* remarked that if the average were taken by dividing by six it would bring down the average daily attendance for the week too low, thereby indicating his ignorance of the meaning of average attendance, and a total disregard to the value of statistical information.

"We do not know to what extent this practice has prevailed, but it vitiates all results derived from the stated daily average attendance in model schools as will be clearly seen by this example. Suppose the school referred to above was open for forty weeks in the year. The average daily attendance actually returned in the report for 1867 for the boys' school is 37.4. This result was arrived at by reckoning only five school days instead of six school days in the week, so the actual number of attendances made in the year was  $37.4 \times 40 \times 5 = 7,480$ . Restoring the true number of days the school was open instead of the fictitious division, we get for the true average daily attendance  $\frac{7480}{40 \times 6} = 31.2$ ,

or one-sixth less, as it ought to be.

"It would be very unsatisfactory to the promoters of these schools if it should be found that the scanty average daily attendance in them returned by Commissioners ought to be corrected by cutting off one-sixth when it is calculated honestly. We are not, however, able to say that the false mode of calculation is universal. But there is a general anxiety to manufacture a high average attendance by every possible contrivance."

The entire of this extract, though long, is necessary to furnish the full gravity of the charge. Such an accusation, if well founded, is most serious; if unfounded, it is more serious still. The name of the school is not given, though it would seem fairer to make such a charge as this openly, so as to facilitate inquiry, identification, and remedy. But in several passages of the report the Coleraine Model School is referred to as one visited on a Saturday, and turning to the report for 1867, it will be found that it, and it alone, fulfils the other condition of having returned an average attendance of 37.4 for that year. Now, though I was present nearly the whole time of the visit of the Royal Commissioners, it was never hinted to me that so gross a fraud had been found out, nor that I was made a party to it. Had it been mentioned in the report that this impression was merely conveyed by the head master's statement, I would have expressed my regret that a man who usually conveys his ideas on matters connected with his business clearly and intelligibly, and who is well acquainted with the meaning of average attendance, and has a strong regard for the value of statistical information, should have contrived on this occasion to produce an impression the reverse of truth. But it was stated that this trick was found out from inspection of the registers. What the nature of this inspection was it is not for me to say, but I unhesitatingly state that no register in the school would have shown for a single week, month, or year, anything approaching to, or giving colour for, the accusation of such a trick as is referred to. There was no fictitious divisor, there was no fictitious result, the attendance was calculated honestly. The numbers present on Saturday were never included in the calculation of the average attendance. The

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number of days for which the average was calculated was 231; the attendance in these 231 days was 8,634; the average attendance for the year was simply  $\frac{8634}{231} = 37.4$ . I need hardly refer to the fact that the

practice followed here of leaving out Saturday's attendance is all but universal in Ireland. Saturday is a half holiday; it is usually devoted to religious instruction, and in Coleraine it is the market day. In an experience of thirteen years I can only call to mind the case of one school in which Saturday's attendance was included in average, and in that instance the attendance of Wednesday was left out, it being the market day of the town in which the school was situated.

I am introduced by name into another part of this report, and represented as bearing testimony to the closeness and clearness of Mr. Harden's questions, and to the accuracy of his report of the result of his examination. I am anxious to disclaim both the honour and the responsibility thus conferred on me. The accuracy of the report of the entire examination rests on the authority of the examiners themselves, not on mine. The grounds for my testimony as to the accuracy of the results I cannot imagine, for I never saw a particle of the results till I saw them in print in the blue book, and I saw no reason to expect that if I had sought to see them at the time of examination my desire would have met with a favourable response. I need only add as to the results that when I do see them in print I wish emphatically to decline having their accuracy supported by any supposed testimony of mine. The statement as to the closeness and clearness of the questions conveys an idea never intended by me when, in the way of ordinary civility I said that Mr. Harden gave the pupils a nice examination. Had I gone further into detail I might have said one of the nice points of it was its extreme easiness to the pupils. But I spent but little time with Mr. Harden. I was more interested in the proceedings of the Royal Commissioners themselves than with the examination of the junior classes by their assistant. Feeling that my place as the representative of the Board in charge of the school rendered it my duty to be present at the examination, I ignored all appearance of cold shoulder presented to me, and remained to the close of a not very protracted inspection, and I have ever since considered the time well spent.

One other remark I am induced to make as to a matter of fact. At page 730 there is an assertion with reference to superfluous young men employed as assistants and monitors in schools where the numbers were small, being not unusually found in girls' schools, or in some of the numerous classrooms, passing the time in conversation with the similarly circumstanced female teachers. This seems a general statement of a case which the Royal Commissioners assured me they found at Coleraine, as well as elsewhere. I assured them that so great was the strictness of the head master at Coleraine, that I could hardly imagine such a thing occurring, but was assured that they found one of the pupil-teachers sitting in one of the desks with the female pupils, and that they found he had been in that position for half an hour before they arrived. I suggested that it was probably Mr. Dowling, the drawing-master, a young man, who might be mistaken for a pupil-teacher, and whose duties at the time were in the female school, but was assured so strongly, as the result of special inquiry, that this was not the case, that I was compelled to drop the point. However, I felt so much annoyed by the occurrence that a very few days afterwards I visited the school to hold a special inquiry regarding it. I called up the pupil-teachers, one by one, in presence of the principal and assistant teachers, and of one another, and each most solemnly denied that he had got foot in the female school that day. !

made similar inquiries in the female school with the same result, and the head master, who accompanied the Royal Commissioners into the female school, declares that he left his entire staff of pupil-teachers behind him in his own school, and that the only one, besides the female teachers and pupils, who was at the time in the female school, was Mr. Dowling, the drawing-master. I cannot disbelieve testimony so strong, and infer from it that a conclusion adverse to the model schools was, in this instance, arrived at without sufficient inquiry.

I need hardly remark, in conclusion, that I have kept studiously aloof from expressing any opinion on controverted points regarding the model school system, and its success or failure. I am aware how improper it would be for me to enter into any such controversy. It is with extreme reluctance, and only from a sense of duty, that I have been constrained to put on record these statements as to matters of fact, in order that, so far as the administration of the system has been entrusted to me, it may be judged fairly, and that statements which I consider unfair may be in a position to be justly weighed by the Commissioners. I beg to add that, while endeavouring to avoid the expression of opinion, or the introduction of matters extraneous to the facts with which I was called upon to deal, I have also endeavoured to state the facts simply and clearly, avoiding the use of anything like strong language in doing so.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 4, Ballymena; Mr. Wilson.—*Reading* (including oral spelling and explanation).—Reading has not much improved. Less than one-fourth of those examined were able to read Third Book, and of these not one-half could read a newspaper paragraph with fluency. The children, being closely connected with the cultivation of the soil, can only attend at certain periods of the year, and in the intervals of attendance they rarely read any, thus losing nearly all they had acquired. If simple, instructive, and entertaining books were accessible, they might be induced to read them, and so would acquire ease and facility; but they cannot be enticed to look at their school-books when away from school, and they have none others. School libraries would be found an effectual means of improving their powers of reading, and of advancing the intelligence of the community. In a few places such local libraries exist, and there the young people are characterised by a smartness and aptitude not observable elsewhere. Unless children can be trained to read with some ease, the exercise is a drudgery, not a pleasure, and often is abandoned altogether, so that in some cases the very power to read is lost.

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*Proficiency of Pupils found in attendance at inspections made during the year.*

Oral spelling and explanation receive fair attention.

*Arithmetic*.—This branch is not skilfully taught. Little use is made of the black board for class teaching, except to write down exercises to be copied, and the importance of a careful grounding in the simple rules is not felt. Hence, subsequent slow progress and failure when under examination. Nor do teachers generally display any ingenuity in adapting the exercises to the purposes of the future every day life of their pupils. Principles, too, are so little understood, that even simple problems frequently puzzle advanced pupils.

In this branch, probably more than in any other, will the difference between a trained and an untrained teacher manifest itself. I mean one trained as a monitor in an ordinary school, or as a pupil-teacher in a model school under an intelligent and skilful teacher.

*Pennmanship*.—Many of the difficulties in the way of the learner have been removed by the introduction of good examples, yet with singular perversity teachers sometimes put into the hands of pupils copy books

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with head lines utterly unsuited to them. Success, however, mainly depends on the teacher's watchful supervision; where this is given progress is made, where it is neglected carelessness prevails. Teachers plead that other classes claim their attention, but nothing should divert them from this paramount duty.

Badly constructed desks, and irregular attendance of pupils, who, when absent are occupied at manual labour, are great hindrances to good penmanship.

*Writing from Dictation.*—This branch is now very generally taught, even to second class; and taking a retrospect of a number of years, a very decided advance has been made.

When it is considered how comparatively useless is the mere mechanical power of writing without the ability to spell correctly, it is surprising to find how averse adults at evening schools are to this exercise, their whole desire being "to learn to write."

I sometimes find words misspelled in copy books written from head-lines, and left uncorrected. Thus a habit is formed which can, with difficulty be eradicated. Teachers should be scrupulous never to allow such errors to escape notice.

*Grammar.*—A goodly number of children can with fair accuracy point out in a sentence the more important parts of speech; a few in fourth and higher classes can parse intelligently. Teachers themselves present obstacles to their pupils by unintelligible definitions, and by taking the words of the reading lesson indiscriminately. The words should be carefully selected; they should always be adapted to the comprehension of the child, and they should be plain examples of the definitions. To tell a beginner that a noun is a name, and to follow this by telling him that "truth" is a noun, is bewildering, and the child speedily concludes that grammar is "too hard" for him. Similarly a verb is defined to be a word which implies "the doing of something," and then the class is gravely informed that "to be" is a verb. A little common sense should show the absurdity of such a method.

*Geography.*—In map lessons there is too much of place pointing, and children get very loose ideas on the subject, while they know in a general way the meaning of the terms north, south, east, and west, they are unable to apply them to particular portions of the map. This accounts for the extraordinary answers sometimes given to questions on the relative positions of countries, &c. Again, too much is attempted in one lesson. Only a few facts should be stated, and these should be impressed on the minds of the pupils in a variety of ways so as to secure a permanent lodgment. These should be repeated at the beginning of the next lesson, and a few more facts added, and so on. But when the whole map of the world is travelled over at one time and without any order, and when the same questions are put and the same answers given day by day, it need not be matter of astonishment that pupils take so little interest in this subject, and that the knowledge acquired is so very indefinite and confused.

*Needlework.*—In a very few schools needlework is well taught; in more it is fairly taught; but in the majority inefficiently. This is accounted for by the want of local interest, and by the irregular supply of materials and their unsuitableness. If ladies in the neighbourhood of schools gave this matter a little attention much good would result from a very trifling exertion.

It is to be observed that parents not uncommonly forbid their girls to sew and knit in school. They say they were sent to learn to read and write, and they can teach them at home to sew and knit.

*Extra Branches.*—Singing taught in 34 schools; number learning,

1,652; general proficiency, in a few cases good—in others indifferent. *Appendix.*  
 Five infant schools are included.

*Drawing* taught in 9 schools; number learning, 377; general proficiency, fair.

*Agriculture* taught in 6 schools; number learning, 48; general proficiency, not satisfactory. Class book only used occasionally for a reading lesson.

	Schools.	Number Learning.	General Proficiency.
Mensuration, . . . .	27	150	Fair.
Geometry, . . . .	15	86	Middling.
Algebra, . . . .	15	84	Do.
Book-keeping, . . . .	19	55	Fair.
Reasoning, . . . .	1	2	—
Physical and Applied Science, . . . .	1	66	Fair.

Proficiency of pupils found in attendance at inspections made during the year.

District 5, Donegal; Mr. Hamilton.—*Reading* (including oral spelling and explanation).—The schools in which really good reading is to be met with are very few, but in a large number of schools the pupils in third and higher classes read with a fair degree of fluency and correctness. Oral spelling receives a good deal of attention, and on the whole the proficiency attained by the pupils is satisfactory. Success in explanation is not so general.

*Arithmetic*.—In the time tables of most schools this subject occupies a prominent position; but I regret to say that the results actually attained are often far from being satisfactory. Very commonly pupils in the more advanced classes, who are returned as learning practice, interest, &c., are unable to work sums in the simple rules with readiness and accuracy. Too little attention is given to addition, both simple and compound, and the importance of a thorough acquaintance with the addition table is not sufficiently felt. While pupils are to be met with in second class, and occasionally even in third class, who cannot tell the sum of five and eight without counting on their fingers, or making strokes on a slate, it is vain to expect that arithmetical operations will be performed quickly and accurately. The failures in notation are very numerous. The ability to set down numbers containing seven places of figures is a standard of proficiency in Secondary No. 1 reports, a fact of which teachers are well aware—but the power of writing numbers of seven places of figures by no means pre-supposes the power to write six places, or five, or even four. An explanation may readily be given. Notation is taught occasionally, but is not practised. Comparatively few teachers regularly dictate to their pupils sums in addition, subtraction, and the other rules, simple and compound. The result is, that even advanced pupils fail to arrange numbers correctly for the purpose of addition or subtraction.

*Pennmanship*.—In this branch an improvement may be noted, though there are still too many schools in which the teachers exercise hardly any supervision over the pupils during the time devoted to writing. The results may readily be anticipated. The writing is careless and irregular, and the copy books are blotted and untidy. But such cases are not very numerous, and they are gradually becoming fewer. Bad desks, uneven, unsteady, and far too much sloped, in some schools, make good writing all but impossible; and over-crowding, at certain seasons of the year, adds to the difficulties which teachers and pupils have to encounter.

*Writing from dictation*.—On the whole, this branch is taught with a very fair degree of success. In a number of schools the dictation exercises of the higher classes are written on paper, and an examination of the specimens, from time to time submitted to my notice, has satisfied

*Appendix D.* me that the teachers are impressed with the importance of the subject, and that the pupils have attained to a considerable degree of proficiency.

Proficiency of Pupils found in attendance at inspections made during the year.

*Grammar.*—In a majority of the schools in this district pupils in third class are tolerably well acquainted with the parts of speech, while those in fourth class are fairly proficient in simple parsing. Only a few schools have a fifth class, but wherever I have found one the members of it were able to parse ordinary sentences syntactically. An acquaintance with the text-book is comparatively rare.

*Geography.*—The proficiency in this subject is not improving. A knowledge more or less accurate of the maps of the world, of Europe, and of Ireland, is all that is aimed at, except in a few schools. Of the text-books comparatively little use is made; and as the maps are often found in a deplorable condition from damp and wear, the acquirements of the pupils are limited and unsatisfactory.

*Needlework.*—The improvement in this branch during the past year has been very slight. All schools under female teachers, or possessing female assistants, profess to give instruction in needlework, but with very few exceptions, indeed, the results are unsatisfactory. Plain sewing and knitting are neglected, while the pupils are employed at spigging, tatting, or netting. The supply of materials is generally insufficient.

*Extra branches.*—*Singing* taught in 14 schools; number learning, 555. A considerable number of those pupils can sing by ear, and can read an easy passage in time.

*Drawing* taught in 3 schools; number learning, 166. A large number of these pupils can copy outlines from the flat on slate or paper; a few can mark outlines from the round.

*Agriculture* taught in 4 schools; number learning, 55. General proficiency, pretty fair. These schools have agricultural departments.

The agricultural class book is taught with fair success in 5 schools, and without any marked effect as yet in 23 schools.

	Schools.	Number Learning.	General Proficiency.
Mensuration, . . . .	26	41	In two or three schools the proficiency in these subjects is fair; in the rest only middling.
Geometry, . . . .	22	46	
Algebra, . . . .	10	40	
Book-keeping, . . . .	16	40	

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

In this part of the country the National schools afford the means of education to the great bulk of the community. The other schools are few, and the attendance is generally very small. Throughout the greater part of the district the schools are fairly adequate to the wants of the population, and in the few cases requiring it additional accommodation is likely to be provided. Education is, therefore, not impeded by a want of school-houses; while, as regards furniture and fittings, the provision already made is fairly satisfactory. Nor is there any want of teachers, tolerably well qualified for undertaking the work of education. Year by year the monitors who have completed their period of service are about equal in number to the schools which fall vacant; and in making appointments, managers generally, and with good reason, give a preference to candidates who have had some experience in the work of teaching. What then are the causes which render the results actually attained by the schools less satisfactory than might reasonably have been expected?



For the present I shall confine myself to the consideration of one, namely, irregularity of attendance. This is a favourite plea with teachers, many of whom seem to think that it accounts for every shortcoming, and palliates every defect. Now, irregularity of attendance may mean one or other of three very different things:—that the attendance of many, perhaps of a majority, of the pupils is subject to lengthened interruptions owing to the necessity for their taking part in the labours of spring and harvest; or secondly, that the attendance is not at any time free from interruptions—presence in the school on one day being followed by one or more days' absence; or thirdly, that the attendance is not punctual, the pupil being present on a large number of days, but only during a part of the school hours. For irregularity, in the first sense, I do not know of any remedy. Legislative interference might do something, but would not everywhere be successful, and might often be unjust and oppressive; and very fortunately, as it seems to me, such violent measures are not necessary. With efficient teaching, the knowledge which has been lost during the long interval of labour is speedily regained, and the ultimate proficiency of the pupil is by no means so seriously impaired as might at first be supposed. Irregularity of the second kind is far more injurious, while it can rarely be excused on the plea of necessity; and want of punctuality is equally hurtful. In the majority of schools the time devoted to instruction is nominally from ten to three o'clock, but in very many schools not more than two and a half or three hours each day are actually given to instruction. The teacher, perhaps, reaches the school soon after ten o'clock; then the pupils begin to drop in. By the time they are all assembled, twelve o'clock, the hour for marking the rolls, has been nearly reached; and the calling of the rolls is often followed by a cessation from business (if business has been begun) for an interval of from fifteen to thirty minutes. Under such circumstances, how can favourable results be expected? And the remedy for this very unsatisfactory state of things rests largely with the teachers themselves. No doubt a teacher cannot, in all cases, secure the attendance of pupils at the hour for opening the school, but if he is punctual in attendance, and faithful in the discharge of his duty, many will catch his spirit, and be influenced by his example; and just as certainly, the teacher who fails in punctuality injures his pupils by depriving them of a portion of the time which should have been devoted to their instruction, as well as by the evil influence of his example. If the teacher's sense of duty and desire for the advancement of his pupils are insufficient motives, the vigilance of local management might be employed to secure his punctual attendance. The power of the manager is sufficiently absolute; its exercise for this purpose could scarcely be objected to by the teacher.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 6, Strabane; Mr. Kennedy.—*Reading* (including oral spelling and explanation).—Reading can only be considered as tolerable; it is too hurried, while there is a want of clearness and distinction in the enunciation. I had not an opportunity of visiting the schools during the first months of the year, when they are largely attended, and in many the number of pupils I have yet met at inspection was too small to enable me to judge correctly as to the proficiency attained in this and other branches. On coming to the district I found many schools not supplied with reading tablets, the children, even in earlier lessons of First Book, being taught exclusively from books. Where the first class

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Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Proficiency of pupils found in attendance at inspections made during the year.

*Appended.* was large—a very usual case—this occupied too much time, and the rate of progress with beginners was slow. Tablets are now more frequently employed.

Proficiency  
of Pupils  
found in  
attendance  
at inspec-  
tions made  
during the  
year.

*Arithmetic.*—In fully one-half of the schools, I have yet found very few pupils learning the advanced rules of arithmetic; and while in about one-third of the number in district the subject may be considered as fairly taught, in the others, owing to the senior pupils seldom remaining in attendance more than three or four months in each year, the proficiency attained is limited.

*Penmanship.*—The copy books are usually kept clean, and penmanship, in a majority of cases, shows attention on the part of the teacher; but good writing is only found in a few schools. One cause of failure is, that the particular copy required not being in stock, a pupil is not unfrequently supplied with one intended for a more advanced class.

*Writing from Dictation.*—Writing from dictation receives the necessary attention, and, in most schools, is taught in second class, while, in all, it is regularly practised in third and fourth classes. The proficiency in other branches considered, the results attained are, on the whole, satisfactory.

*Grammar.*—The pupils in third and fourth classes are generally able to distinguish the parts of speech, but, of all examined for Secondary No. 1 Report only 125, or little more than one for each school, was able to parse a sentence correctly. It is to be observed, however, that in many instances, the senior pupils were not then in attendance.

*Geography.*—Text books are very generally used in teaching geography, in some cases even by pupils barely able to read them, but there is not a sufficient amount of instruction given by the teacher on the map, while the practice of examining senior classes at the conclusion of each lesson, without the map, is greatly neglected. In a few schools geography is taught with considerable success. Now maps, especially maps of the World and Europe, are required in many schools.

*Needlework.*—Needlework is taught in forty-seven schools, and, on the whole, with a fair degree of success; the department in which the results are most satisfactory being knitting, both plain and ornamental. There is usually an inadequate supply of materials for plain sewing.

*Extra Branches.*—*Singing* is taught in 17 schools; number learning, 754; in about 7 schools (model schools included), the proficiency is fair; in the others there is not much musical instruction given.

*Drawing* is taught in 5 schools; number learning, 117; this branch is taught with very little success.

*Agriculture.*—Agriculture is taught in 7 schools; number learning, 88; I did not yet examine the pupils of this district in agriculture.

	Schools.	Number Learning.	General Proficiency.
Mensuration, . . . .	25	66	Tolerable.
Geometry, . . . .	23	66	Fair.
Algebra, . . . .	23	51	Only elementary.
Book-keeping, . . . .	17	58	Tolerable.
Trigonometry, . . . .	2	5	Fair.
Reasoning, . . . .	1	4	Fair.
Physical and Applied Science, . . . .	2	31	Fair.

The model school is included in table given above.

*General observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Having only been placed in charge of this district on the 1st of May, 1870, I have not yet had an opportunity of seeing the schools at the season when they appear to most advantage, and consequently, I am scarcely in a position to express a decided opinion regarding the state of education in the district. Over a large portion of it the attendance of pupils is unusually irregular. In winter, during the months of December, January, February, and March, the schools, especially in backward localities near the mountains, are filled with children, the numbers being quite too large for the teacher to instruct; while, in spring and autumn, and even in many places during summer, they are almost deserted. It is not to be expected that much progress will be made by boys or girls of twelve or fourteen years of age, whose early education has been to a large extent neglected, and who only attend school for about four months each winter. Hence, in comparing the results as shown in the proficiency table given in this report, with similar tables relating to the districts under my charge during the past ten or twelve years, I observe that the schools here contrast unfavourably with those for which returns of the same kind were made in former years. Forty-eight per cent. of the pupils examined during the year for Secondary No. 1 Report were found to be in first class, though the average age is scarcely, if at all, below that of the pupils usually in attendance, and the proficiency in nearly all branches is lower than I have found it elsewhere. This apparently low proficiency is, however, accounted for to some extent by the season at which the schools were examined. As stated on a former occasion, I have for a number of years past been in the habit of using that form of report which requires the proficiency to be returned in as many schools as possible during the months of January, February, and March, while they are largely attended by senior pupils; this year all were examined on secondary number one form of report during summer and autumn, and, in some cases, when scarcely any children except a few in first and second classes were in attendance. Making every allowance, however, for this circumstance, I still think we have a right to expect better results than what are produced in a great number of the schools.

Among the teaching staff there are a few very efficient and faithful men, while at least one-half of the entire number may be considered as well qualified for the discharge of their duties; but I must add that there are some, amounting perhaps to nearly one-sixth of the number, who are not likely ever to be successful teachers. At the close of 1870 there were 149 teachers of all grades in the district classed as under, viz. :—

First Class,	. . .	24 or 16.1 per cent.
Second Class,	. . .	29 " 19.5 "
Third Class,	. . .	65 " 43.6 "
Probationers,	. . .	22 " 14.8 "
Junior Assistants,	. . .	9 " 6 "

The number of unclassified teachers given above is larger than usual, and, in addition to this number, three others were appointed in the beginning of January, 1871. This is caused by many of the probationers examined in 1870 having failed to obtain classification. The low answering at written examination of 1870, was not confined to probationers, that of the classed teacher candidates for promotion having, in many cases, been equally low; and, though the standard fixed to entitle a teacher to advance in his classification was not higher than usual, yet of

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Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools

twenty-eight teachers who attended the written examination, only five were found qualified to be recommended for promotion, besides one pupil-teacher in the Newtown Stewart Model School. This is a much smaller number of promotions in one year than I have previously found in any district under my charge.

I regret also to observe since taking charge of this district, that the number of cases in which the school accounts have not been kept faithfully is larger than I have met elsewhere within the same time. In some instances there is a strong temptation to teachers to mark pupils present who are not in attendance, in others I could perceive no adequate motive for such falsification, though it is evident that considerable vigilance will be required to check and prevent it.

As the various matters connected with teachers' salaries, and with the whole working of the system of education in Ireland, which have occupied public attention of late, and are treated at such length in the Report of the Royal Commission on Primary Education, are likely to be made the subject of legislation, I do not consider it necessary to offer any observations on these subjects in addition to those contained in previous reports.

Proficiency of Pupils found in attendance at inspections made during the year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 7, Maghera; Mr. Irvine.—*Reading* (including oral spelling and explanation).—In the junior classes considerable improvement has been effected, but in the senior the progress has not been so marked. Junior pupils learn reading faster than they do any other branch, and teachers in general employ them more at it than at anything else. Hence, I commonly find that children are ready for promotion to a higher class in reading long before they are fit in other subjects as required by school programme. A child can read all the First Book so as to be fit for Second, but he cannot get into this until well up in other requirements. One would naturally expect that in such a case a teacher would pay extra attention to the parts of the programme in which the deficiency lay and direct the weight of his energies on the obstacles to promotion. But the course too frequently followed is this: the young aspirants are turned back to the beginning of the old book, and obliged to read over and over again, even after they can repeat off every lesson without the book, and as if they should of themselves through time, or by some sort of unheeded intuition, surmount the difficulties. This mode of procedure disheartens the children, and eventually creates in them a dislike to the school, and in their parents a carelessness in sending them. In these effects it is not hard to discover one prime cause of the irregularity of attendance complained of by teachers and others.

*Arithmetic*.—In consequence of the early age and low attainments of the children when they commence arithmetic they are comparatively a long time in arriving at the higher rules. In notation there has been decidedly very great progress made in course of the year. Of the number examined in arithmetic and tabulated, including all second class, 12·8 per cent. were able to work off readily and accurately exercises in practice of a rather difficult character, and 22·3 per cent. succeeded in division of money, the divisor being a composite number.

*Penmanship*.—In general the character of the penmanship is much improved. A more systematic use of the elementary copy-books prevails, and my suggestions on this point as well as on the supervision of the writing have been followed with satisfactory results. Teachers who some time ago looked upon the first three of Foster's set of copy-books as

frivolous and nonsensical, now use them in order, with acknowledged success. They are valuable in forming and training the hand of beginners. I seldom hear from a teacher the old hackneyed assertion that parents won't let the children buy this or that book. Such statements may generally be set down as signs of incompetency on the part of the teacher, or a want of confidence in him on the part of the people.

*Writing from Dictation.*—Fair progress has been made in this important and practically useful branch. More efficient and ready ways of testing the exercises and improving upon mistakes and errors have been arrived at by trial and perseverance. Paragraphs may be written from dictation, and exercise after exercise goes through without much real improvement. The examination of the exercise, with the detection and correction of errors, constitutes the basis of improvement and progress. In economizing time, with effective accomplishment of work, many of the teachers have arrived at a satisfactory state of efficiency.

*Grammar.*—Of the number of pupils examined in grammar 9·4 per cent. could parse an ordinary sentence pretty well, and 17·4 might be set down as knowing the parts of speech. These numbers appear small when compared with the total number examined, but when we consider that all second, and sometimes part of first class are included in the number examined, we need not be surprised at the large per-centage, 73·2, unfit to be entered under the heading "acquainted with the parts of speech." The proportion of pupils that leave school with any practical knowledge of grammar, in comparison with the number returned as learning it, is exceedingly small. It may safely be said that one who knows a few of the parts of speech, or even all, and stops there, is not a whit better in a practical point of view than one who is entirely ignorant of them all.

*Geography.*—The successful teachers of geography far outnumber those that successfully teach grammar. In the former little thought is required of the children; it is a subject of memory, and this in early life is very impressible. The youngest children may be profitably exercised on the map, and have lasting impressions made on their minds as to the position and bearing of important places, boundaries of countries, and facts connected therewith, that during their lives will not be obliterated.

In some of the schools the free stock of maps is far worn, and I am afraid there will be a want of these seriously felt in poor localities where funds cannot be raised to renew the supply, or where managers are inactive or unwilling to take upon themselves any trouble on behalf of the schools of which they are called managers.

*Needlework.*—In sixty schools needlework is taught with more or less success. Considerable improvement has this year been effected, especially in plain sewing and knitting. In a few schools embroidery and fancy work are taught with satisfactory results. The numbers that have made any noticeable progress in the practice of cutting out are still very limited, but the numbers attempting it are on the increase.

*Extra Branches.*—Singing taught in 14 schools; number learning, 533; general proficiency, pretty fair. Drawing taught in 2 schools; number learning 41; general proficiency, nil. Agriculture taught in 4 schools; number learning 23; general proficiency, poor.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	21	80	Fair.
Geometry, . . . .	21	45	Fair.
Algebra, . . . .	19	41	Fair.
Book-keeping, . . . .	23	69	Fair.

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*Appendix D. General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

I might repeat the observations of my last report, with little alteration. The condition and prospects of National education in the district are much the same; the incomes of teachers, their status and efficiency, little altered one way or another. One additional school has been taken into connexion, none struck off; and the number of others for the poor has considerably diminished, but without any disadvantage to the country. There is still in some localities a superabundance of schools, and I invariably find that when this is greatest, the quality of the attendance and proficiency of the children is lowest.

Few changes have taken place among the teachers. Many of them hold good situations and enjoy special advantages, as free apartments, fuel, and local contributions. The schools of the London companies are well managed, and their teachers are comfortable and contented. With these I have very little trouble, and few changes to record. I may add that the majority of the teachers in the district are respectable, industrious men—some of them an honour to their profession. Their schools are well attended, and the proficiency and progress of the pupils creditable.

The unsettled state of the minds of some teachers and managers, caused by agitation over the country, has, no doubt, been followed in many instances by a relaxation in effort, and a partial withdrawal of attention from the legitimate objects of the teachers' vocation; but on the whole I can say that the National system of education has a hold on the affections of the people, and is acknowledged to have done much good in this district.

A few teachers have been prevented from going to be trained, and have consequently been retained in a lower grade than they consider themselves capable of attaining. They see other teachers who have been trained at the same institution as is still open to them, now in the enjoyment of advantages accruing from such training, and sent by the same managers that now restrain them. They hear old teachers recounting the benefits derivable from being trained. They have been encouraged from year to year in the hope that all would soon be settled in their favour, but hope deferred is sickening. Teachers are unwilling to disobey their managers, or to act in contradiction to their wishes, and, I think, prudently so, but certainly there is here ground for discontent.

I might reiterate the observations I made in last report respecting the total incomes of teachers, especially the item school-fees. I think many of them are blamable for neglect of punctuality and exertion in collecting their fees. By way of illustration I may state a case that has just come under my notice:—A poor man called to complain and ask my advice respecting a claim made upon him with threats of law proceedings. The claim is for three years' fees, due nearly two years ago, when the teacher resigned on receiving a retiring gratuity. This poor man had never been asked for a penny during that time, and was consequently under the impression that his child was on a list of free scholars. He says he would willingly have paid weekly, monthly, or quarterly, if payment had been required of him. He declares himself utterly unable to pay the amount now unexpectedly demanded. Had this teacher taken the trouble to look after his fees and collect when due, he would have been so much the better paid, and this man would to-day have been, as he says himself, nothing the poorer. Inquire of the parents of pupils

attending many of the schools, whose teachers are represented as in the lowest grade of poverty, what rate of school-fees they pay the teacher, how much they owe, or to what date they have paid up, and you would find them utterly ignorant on every point.

Irregularity of attendance is a common complaint, but I may repeat my conviction that greater part of the cause can be traced to the teacher himself. In this district most of the teachers have been in the habit of closing their schools for three or four weeks at a time when the attendance is small, with the view of keeping up the average attendance. This is particularly the case on the approach of the potato harvest, when many of them shut up for a whole month. This is an act of great injustice to first class and part of second, which constitute about half the school, and I would add, an act of very great injustice to the teacher, were he obliged by any law or power to follow that course, inasmuch as the character of his school depends mainly on the progress of these children. They are the very ones that require a term of extra attention from the teacher, and they are of no manner of use at home. Advantage should be taken to prepare for removal such as have been too long in their class, instead of sending them adrift to forget what they may have learned. They enjoy but little of the master's services when the school is overcrowded, their education then being chiefly confided to the care of a monitor. Children, after idling a month or six weeks at home, on returning to school and resuming the old course, soon grow weary and wish to remain at home. In my opinion a system of payment by results would in such cases eventually prove beneficial to all parties.

Referring to the grievances of teachers, I think that of the power of managers is the lightest. I have never in my own experience known a case in which a manager took advantage of his privilege and power in heartlessly dismissing a teacher. They are generally very kind to them.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 8, Belfast, North; Mr. Morell.—*Reading* (including oral spelling and explanation).—The proficiency in reading is, on the whole, very fair. In the great majority of the schools in this district the pupils read with correct pronunciation, distinct utterance, and fluency. In a few schools these qualities of good reading are still in a low state. In a considerable number of the best schools the advanced classes read with a fair degree of expression. The tabulated returns show a slight improvement (1·2 per cent.) over those for the previous year. *Oral spelling* is, for the most part, successfully taught, but the younger teachers often waste much time on this branch by injudiciously selecting words presenting no difficulty, instead of such as contain letters *irregular in sound or value*. The same defect prevails in choosing *phrases* for this exercise. In all cases where these defects have been observed they have been carefully pointed out, and it is hoped that they will be henceforth avoided. *Explanation* of single words is fairly attended to, but the *meaning of phrases and the general scope of paragraphs*, receive but little attention. This defect, which exercises a powerful effect on the character of the *reading*, has been repeatedly brought under the notice of the teachers, and is likely to be remedied.

*Arithmetic*.—Increased attention has been given to this branch during the year. The tabulated returns show an increase of 6·2 per cent. in notation; 7·1 in subtraction; 0·5 in division of money, and 1·3 in proportion, &c., over the corresponding per-centages for 1869. This appears

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Proficiency of Pupils found in attendance at inspections made during the year.

to indicate a very fair degree of improvement during the year; and doubtless the results for 1871 will be still more satisfactory. Formerly, in a great number of the schools in this district, to obtain accurate returns in this branch was almost impossible, in consequence of the prevalence of *copying* and *prompting*. Except in a few schools these pernicious practices have been abolished, and habits of self-reliance carefully cultivated. This must be productive of much good. The theory of arithmetic is more carefully attended to, but in this respect there is still much room for improvement.

*Pennmanship.*—This important branch is well or fairly taught in the majority of the schools, but there are still a few in which it has not yet received sufficient attention. The tabulated returns show an increase of 4·7 per cent. on those for 1869.

*Writing from Dictation.*—This branch has been well taught during the past year. The tabulated returns show an increase of 16·5 per cent. over those for 1869. This is a greater increase than any other in the school programme. This increase appears to be attributable to the greater attention given to "phrase spelling" in the junior classes, and to the greater care given to the correction of the written exercises.

*Grammar.*—This subject receives a considerable degree of attention though the proficiency is not yet as good as it ought to be. This is partly attributable to unskillfulness in the teachers, and partly to the loose and inaccurate mode in which technical terms are defined and explained. The tabulated returns show an increase of 5·9 per cent. on those for the previous year. It is likely that those for next year will show a still larger increase.

*Geography.*—This branch has been very fairly attended to during the past year, and the tabulated returns exhibit an increase of 9·6 per cent. over those for 1869. This appears to be a satisfactory degree of improvement, and it is sure to be followed by a still greater improvement during 1871.

*Needlework.*—In a few schools the proficiency is good, whilst in the majority of the remainder it is fair. The returns show an increase of 12·2 per cent. in sewing and 11·2 per cent. in knitting. These are the branches generally taught. Netting, crochet-work, embroidery, and cutting out, are taught in a few schools with tolerable success.

*Extra Branches.*—Singing taught in 38 schools; number learning, 2,271; general proficiency, fair. Drawing taught in 30 schools; number learning, 671; general proficiency, tolerable. Agriculture taught in 2 schools; number learning, 58; general proficiency, medium. In one school this subject is remarkably well taught.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	26	33	Fair.
Geometry, . . . .	19	95	Fair.
Algebra, . . . .	15	65	Fair.
Book-keeping, . . . .	14	40	Fair.
Trigonometry, . . . .	2	13	Fair.
Navigation, . . . .	2	25	Fair.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

Education has made fair progress in this district during the past year. The teachers as a body are improving, both as instructors of youth and as school-keepers. It is, however, to be regretted that in the course of the year some of our most promising teachers have, in consequence of inadequate remuneration, left the service for other situations. The



dissatisfaction of the teachers with their position and prospects under the Board is undoubtedly on the increase; and as no increase in salary, either from the Government or from local sources, seems forthcoming, it cannot be a matter of surprise to find our efficient and well-educated teachers discontented with their present position, and determined to leave our service when opportunities of bettering their condition present themselves. The result of this evil is already beginning to be felt in this district. When vacancies occur in our schools managers find much difficulty in securing the services of properly qualified teachers. This is especially true of male teachers.

Among other hindrances to the efficient working of the system may be mentioned the irregularity of the pupils' attendance. In rural districts such is the demand for field labour during spring and autumn that about half the pupils are taken from our schools to assist at farm work, while in manufacturing districts large numbers of the pupils being employed in mills and factories are barely half time at school. With these and other drawbacks it is not to be wondered at if that education should be found to make but slow progress.

Religious instruction continues to be carefully attended to, and the moral tone of the schools is satisfactory.

With few exceptions the schools of this district are under the management of the local clergy.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 9, Belfast, South; Mr. J. Molloy.—*Reading* (including oral spelling and explanation).—I examined, for the purpose of the secondary (1) report, 7,566 pupils in 107 ordinary National schools.

In all cases the children were tested in the more advanced and difficult lessons, with the following results:—

18.2 per cent. were able to read Third Book; 17.2 per cent. Second Book; and 35.2 per cent. First Book.

I should add that 3,405, or 45 per cent. of the entire number examined, were only of infant school age—seven, or younger—so that, to form a correct estimate of the proficiency of those in the advanced classes, the percentage given above should be almost doubled.

*Arithmetic.*—Of 4,175 children examined in arithmetic, 44 per cent. were able to set down correctly any number of seven places; 49.6 could work a question in simple subtraction; 28.7 in compound division, and 17.3 in proportion or practice.

In some of the best schools, the pupils are instructed in the theory of the several rules; in the other schools the knowledge imparted is confined to practical and mental arithmetic.

*Pennmanship.*—This important branch is receiving great attention. I had the pleasure of forwarding to the office, with my reports, several specimens during the year, and was happy to find that these specimens were pronounced "excellent."

*Writing from Dictation.*—Writing from dictation is practised daily, and the returns for 1870 exhibit a marked improvement.

*Grammar.*—Ten per cent. of the children examined in grammar were able to parse, and 27 per cent. could distinguish the parts of speech. Still, in several schools, this subject and the next receive but very little attention, arising principally from the irregular attendance of the children, and other disturbing causes, over which the teachers have little or no control.

*Geography.*—Fairly taught in most of the better class of schools, but

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Condition and prospects of National Education in the District, with suggestion for increasing the efficiency of the Schools.

*Proficiency of Pupils found in attendance at inspections made during the year.*

*Appendix D.* not much known in some rural schools, for the reasons assigned under the head of grammar.

*Proficiency of Pupils found in attendance at inspections made during the year.* *Needlework.*—Sewing and knitting are very generally taught in the schools, and with a fair degree of success.

*Extra Branches.*—*Singing*, taught in 28 schools; number learning, 2,016; general proficiency, pretty fair. In most of these schools the children are taught more or less theory, along with being trained to sing together.

*Drawing*, taught in 9 schools; number learning, 392; general proficiency, fair; very fair in five schools (generally landscapes and heads).

*Agriculture.*—No returns made by the teachers under this head. *Agricultural Class Book* does not appear to be used in rural schools. It will be necessary to include this book in the programme for schools, if results be expected.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	20	130	Fair, generally to the end of surfaces.
Geometry, . . . .	16	82	Pretty fair.
Algebra, . . . .	9	44	Fair.
Book-keeping, . . . .	11	60	Fair.

*Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

The schools in my charge are situated, nearly one-half in Belfast, and one-half in the country. The majority of the former are numerously attended and ably conducted, and rank among the best primary schools, I believe, not only under the Board, but in Great Britain.

Mr. Richmond, Assistant Commissioner, who visited some of these schools, on the part of the Primary Education Commissioners, fully indorses this opinion, and in his report has spoken in most eulogistic terms of some visited by him.

The rural schools, though not so good, are, I consider, fairly efficient, and confer much benefit on the respective localities in which they are situated.

Being much pressed for time at present, I beg to conclude this report, particularly as such suggestions as appeared to me calculated to increase the efficiency of the schools have been given in former reports.

*Proficiency of Pupils found in attendance at inspections made during the year.*

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 10, Newtownards; Mr. Macdonnell.—*Reading* (including oral spelling and explanation).—In 91 schools the number of children examined for Secondary I. Report, was 5,559. 16 per cent. of these children were able to read Third or higher books with ease and intelligence, 18 per cent. were able to read Second Book only, 15 per cent. were able to read First Book only, 51 per cent. were not able to read First Book.

The schools were examined during the summer months principally, when a large number of infants and young children were present for the first time. 52 per cent. of the children examined were under nine years of age.

Oral spelling and explanation continue to receive a proper degree of attention on the part of the great majority of the teachers.

On the whole the results as regards reading, oral spelling, and explanation, are, perhaps, as satisfactory as could reasonably be expected.

*Arithmetic.*—The total number of children present on the days of examination was 5,559. 7 per cent. of this number were able to solve readily and correctly questions in proportion or practice, 13 per cent. of the number were able to work a test sum in division of money, 28 per cent. of the number were able to work any sum in subtraction, 20 per cent. were able to set down accurately a number of seven places of figures, 53 per cent. of the number were only beginning to learn arithmetic.

Proficiency  
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year.

These results, considering the ages of the children and the irregular character of their attendance, are satisfactory.

*Penmanship.*—Nine per cent. of the children present on the days of examination were able to write with ease and freedom, 16 per cent. were able to write fairly, 21 per cent. were learning to write on paper, but were not able to write fairly; 54 per cent. were not writing on paper.

In a number of the best schools the character of the penmanship is faultless, and in all the schools of the district it is greatly improved. Careless or slovenly writing is rarely to be met with in the district.

*Writing from Dictation.*—Writing from dictation is practised daily in every school in the district, and with very satisfactory results. Of the whole number of children found present on the days of examination 9 per cent. were able to write from dictation with ease and correctness, 11 per cent. were able to write with a tolerable degree of accuracy, 25 per cent. were learning to write easy sentences, 55 per cent. were not learning to write from dictation.

*Grammar.*—In most of the first-class schools grammar is well taught, and with good results; but in a large number of the schools of the districts the results are of an inferior character. 9 per cent. of the whole number of children present on the days of examination were acquainted with the parts of speech, 5 per cent. of the whole number were able to parse syntactically.

*Geography.*—Geography continues to be taught in the schools of the district with a fair degree of success. 16 per cent. of the children present were acquainted with the map of the world, 9 per cent. with Europe and Ireland, 2 per cent. with the general course.

*Needlework.*—Needlework is taught in 79 schools; the number of pupils receiving instruction is 1,428. The results are very satisfactory in the majority of schools, and fair in most of the others. There are a few cases, however, in which the instruction imparted on this branch is of very little value.

In 67 schools 1,032 children were examined in needlework. 44 per cent. of this number were able to sew neatly, 52 per cent. were able to knit a stocking, 2 per cent. had some knowledge of cutting out.

*Extra Branches.*—Singing is taught in 26 schools; number of children receiving instruction, 1,475; results middling. Drawing is taught in 7 schools; number of pupils receiving instruction, 391; results good in four schools, middling in the others. Agriculture is taught in 3 schools number learning, 30; results fair.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	21	96	Fair.
Geometry, . . . .	17	64	Fair.
Algebra, . . . .	14	52	Fair.
Book-keeping, . . . .	12	66	Fair.
Trigonometry, . . . .	1	18	Fair.
Navigation, . . . .	1	12	Promising.
Physical and Applied Science,	2	67	Good.

*Appendix D. General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

There are 112 ordinary schools, 3 model schools, 1 poor law union school, and 8 night schools in the district.

The average attendance per school for the entire district is 65.8.

The number of teachers in the different classes are :—

First Class, . . . . .	85
Second „ . . . . .	50
Third „ . . . . .	91
Probationers, . . . . .	39
Workmistresses, . . . . .	8

The number of teachers trained is 94, untrained 121.

The number of teachers in receipt of good service salary is 16, and several others are recommended.

The number of monitors is 112, and pupil teachers 13.

The teachers are a highly respectable body of men, and they discharge their duties with fidelity and efficiency. In personal character they rank next to the clergy.

The moral tone of the schools is good, and the rules of the Board regarding religious instruction are strictly observed.

*Management.*

4 schools are under	Rectors.
10 „ „	Prisons.
50 „ „	Presbyterian Ministers.
3 „ „	Methodist Ministers.
8 „ „	Landlords.
9 „ „	Land Agents.
3 „ „	Merchants.
15 „ „	Farmers.

The managers take an active interest in the schools, and co-operate with the Inspector in the best possible spirit.

*Conclusion.*—In conclusion, it affords me great pleasure to be able to assure the Commissioners that the state of education in the district is in the highest degree satisfactory, and that the National schools enjoy the confidence of the people.

Proficiency of Pupils found in attendance at inspections made during the year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 11, Lurgan; Mr. J. Brown.—*Reading* (including oral spelling and explanation).—The reading of the pupils in the schools in this district is, on the whole, fair. The proficiency, however, on the lessons in poetry is not generally so satisfactory as on those in prose.

17.8 per cent. of those examined were able to read the Third or higher books with ease and intelligence; 26.1 per cent. were able to read the Second Book correctly; and 24 per cent. the First Book.

Oral spelling and explanation have been fairly attended to.

*Arithmetic.*—The proficiency of the pupils in the more elementary rules is satisfactory, but in the higher rules, or even in simpler questions, when given in a form different from that with which they have been familiar, the results betray a deficiency in the teacher in not making his pupils thoroughly acquainted with the principle of the operation. In many cases the pupils cannot repeat the ordinary definitions and rules given in the text-book in use. I have not unfrequently, too, met with pupils in a third class giving a fair return on questions on which those of the fourth class comparatively failed. This is the natural result, not only of the deficiency on the part of the teacher,

which I have referred to, but also the want of due repetition being had recourse to in the business of the school.

*Pennmanship.*—Although in many schools there continues evidence of want of careful supervision during the time of the writing lesson, yet the general results were on the whole fair.

11·7 per cent. of those examined were able to write with ease and freedom; 46·7 per cent. were able to write fairly.

*Writing from Dictation.*—The results of the examination showed a steady progress in the proficiency attained in this branch:—

33·9 per cent. of the pupils examined were able to write a sentence with ease and correctness; 38·4 per cent. were able to write with tolerable accuracy.

*Grammar.*—I regret to be obliged to report a want of improvement in this branch during the past year. The majority of the children, however, are so young that, in this subject, little of a kind to be practically useful can be acquired. I cannot return the exact average age of those examined on this particular branch, but the average for the pupils examined in all the classes was 8·2 years, and only 29·9 per cent. of them were 10 years of age, or above.

*Geography.*—To some extent the schools have continued to improve in the knowledge of this subject:—

19·2 per cent. of those examined were acquainted with the maps of Europe and Ireland; 43·6 per cent. were familiar with the general features of the map of the world.

*Needlework.*—The progress in this branch has been fairly satisfactory during the year:—

51·4 per cent. of those examined were able to hem and top-sew neatly; 44·2 per cent. were able to knit a stocking neatly.

*Extra Branches.*—*Singing*, taught in 20 schools; number learning, 1,042; general proficiency, fair.

*Drawing*, taught in 7 schools; number learning, 259; general proficiency, tolerable.

The Agricultural Class Book is taught with fair success in 13 schools; and without any marked effect, as yet, in 7 schools; number learning, 189.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	33	60	Fair.
Geometry, . . . .	23	41	Tolerable.
Algebra, . . . .	14	37	Fair.
Book-keeping, . . . .	30	68	Tolerable.
Trigonometry, . . . .	1	1	Fair.
Reasoning, . . . .	1	1	Good.
Physical and Applied Science,	2	33	Fair.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

In this district there are 124 day-schools in operation, and 27 evening schools. Connected with these there are 304 teachers, exclusive of the ladies who conduct the convent school. Of these teachers 34 belong to the first class, 54 to the second class, 83 to the third class, and 33 are probationers. I have found them well-conducted, attentive to their duties, and reasonably attached to their profession. The reports, however, of the Teachers' Associations throughout the country very plainly show that there is an increasing discontent with the remuneration they receive—a feeling, too, which has evoked much public sympathy in the North of Ireland.

Appendix D.  
Proficiency of Pupils found in attendance at inspections made during the year.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

## Appendix D

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

I believe that in all the schools the inculcation of a Christian spirit and of good habits is duly attended to. In connexion with this, however, I may observe that the reading of the "general lesson"—either daily or occasionally—is not now so regularly observed as it once was; but, as I have already said, I believe the tone of Christian toleration pervades the schools.

The income of assistant teachers is almost invariably limited to the Board's salary; and young men of ability will not, therefore, remain in the office for any time, or even accept it. The consequence is that these situations are more largely occupied than they would otherwise require to be by females; and when a male principal teachership becomes vacant, it is very seldom that promotion from the staff of assistants can be depended upon for the supply. Too frequently an untried and poorly qualified probationer is at once placed in a situation, of the duties of which he knows little. In some instances I have lately recommended the promotion of a female assistant, in succession to a male principal, as more likely to be conducive to the interests of the school, than to appoint an untried male probationer. The remedy for this disadvantage is obvious—such a salary should be offered as would induce monitors to continue in the Board's service, and become assistant teachers.

The principal impediment to the extension of the National system in this district remains with the clergy and landlords connected with the Protestant Episcopal Church. Owing to recent state enactments there seems to be a disposition to relax this opposition; in many instances, I believe, it would have been withdrawn, but from an anxiety as to what may be the character of the action by the government on the reports and recommendations of the late Royal Commission of Inquiry into the Primary Education of the country.

Proficiency of Pupils found in attendance at inspections made during the year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 12, Sligo; Mr. Wood.—*Reading* (including oral spelling and explanation).—Of 4,149 pupils found in attendance at inspections made for Secondary No. 1 Report—who are all returned as "examined in reading," though at least a fifth of them cannot be said to have fully mastered the alphabet yet—27·5 per cent. were able to read First Book correctly, 24 per cent. to read Second Book, and 7·8 per cent. to read Third Book.

These results cannot be regarded as sufficiently satisfactory. They indicate small success in teaching to read with facility enough to render the acquirement either lasting or useful. Much of this want of success is unquestionably due to the general withdrawal of pupils from school at an age which is too early, having regard to the irregularity of their attendance while at school. Only twelve per cent. of the pupils examined were above twelve years of age. Children are first sent to school here at the age of from five to seven. During the first year or two, as a rule, they learn nothing but the alphabet, and after they have attained the age of eight, and commenced to read, they are on various grounds detained at home for half, and in many cases for two-thirds of the year. It must, however, also be stated that many teachers give little or no positive instruction in reading, and that many are bad readers themselves.

*Arithmetic.*—Of the pupils examined in arithmetic, namely, the members of the second and higher classes, who constituted exactly three-fifths of the total number of pupils:—

(a)	50.8	per cent.	were able to work a test sum in simple subtraction.
(b)	37.6	"	" set down, or to read, a number of seven places of figures.
(c)	17.4	"	" work a test sum in division of money.
(d)	8.4	"	" solve ordinary questions in practice and simple proportion.

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Proficiency  
of Pupils  
found in  
attendance  
at inspec-  
tions made  
during the  
year.

These results I consider to be satisfactory, under the circumstances. The proportion of pupils above second class was, in my experience, unusually small, being only one-fifth. This fact accounts for the low per-centages under the heads (c) and (d), as it is not until a pupil is promoted from second to third class that he commences, in this district, to learn the compound rules. Sufficient attention is not yet paid to the teaching of the addition and subtraction tables, and of the simple rules. Some teachers, indeed, would fain omit those tables as childish, and trust rather to a sort of arithmetical instinct in the pupil, or, if that failed, to counting on the fingers or by means of a row of strokes on the slate. Teachers also in many cases fail to keep up senior pupils in notation and simple rules. I recommend the teachers to practise their advanced classes on one day weekly at the rules already learnt.

*Penmanship.*—Of the pupils examined in writing on paper—who formed three-fifths of the total present—

(a)	32	per cent.	wrote fairly.
(b.)	7.3	"	a good hand with ease and freedom.

The number returned under the latter head is too low. In this subject, however, as in reading, there is too little positive teaching, and the teachers also are in not a few cases very far from being proficient in the art they profess to communicate. It should be noted that Foster's Copy Books have only within the past year been extensively introduced into this district, and have therefore not yet materially affected the quality of the penmanship.

*Writing from Dictation.*—It is only the third and higher classes that I have returned as examined in this subject. They constituted, as already stated, only *one-fifth* of the total number of pupils present.

Of those examined—

51.6	per cent.	wrote a sentence with tolerable accuracy.
16.3	"	from dictation with comparative ease and correctness.

Regarding these per-centages with reference only to the number examined, they are very high, and indicate a satisfactory amount of proficiency in the subject. The number examined, however, should have been at least one-half greater than it actually was. In other words, if a proper rate of promotion of pupils from class to class had been observed, the results of examination would have been relatively much lower.

*Grammar.*—Of the pupils examined in this subject—who formed three-fifths of the total present—

9	per cent.	were "acquainted with the parts of speech only."
2.4	"	able to parse an ordinary sentence syntactically.

These results are so trifling as to be well-nigh worthless. When, out of 2,457 children learning grammar, only 225 were found on examination able to distinguish the principal parts of speech in an easy sentence, and only 59 able to parse a short easy sentence syntactically, the policy of appropriating any portion of school-hours to instruction in grammar becomes doubtful, and the question suggests itself, would not the time wasted in vainly trying to teach a useless and unattractive subject be better devoted to increasing the amount of instruction in the essential subjects of reading, writing, and arithmetic?

*Appendix D. Geography.*—Of the pupils examined in geography—the same almost exactly as those examined in grammar—

Proficiency of Pupils found in attendance at inspections made during the year.

25 per cent. were acquainted with the outlines of the map of world.  
6.3 " answered fairly on geography of Ireland.

Tolerable is the highest term that can be applied to these results, even under the circumstances of disadvantage under which many of the schools here still continue, such as deficiency of wall-space, of light, and of good maps.

*Needlework.*—This subject is now taught in all the schools (with one or two enforced exceptions) in which there is a female teacher. Considerably more than one-third of the pupils examined could sew neatly and knit a stocking. The needlework in several of the schools—notably the Sligo Convent School and the schools on the Palmerston estate—was exceptionally good.

*Extra Branches.*—*Singing* is taught in five schools; number learning 286; general proficiency fair, and in the Sligo Convent School good.

*Drawing.*—Taught in one school; number learning 60; general proficiency good (Sligo Convent).

*Agriculture.*—Taught in four schools; number learning 69. In three ordinary agricultural schools the proficiency appears fair under the circumstances. In five schools the Agricultural Class Book is taught, but without any marked effect as yet.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	20	30	Tolerably fair in three cases; in rest very poor.
Geometry, . . . .	27	58	Do. do.
Algebra, . . . .	10	19	Almost nil.
Book-keeping, . . . .	17	41	Very poor.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

Under the circumstances, I beg to decline to make any general observations upon the condition and prospects of National education in the district. The only suggestion I have to offer for increasing the efficiency of the schools is one that requires no argument in its support, for it is the common-sense plan of "payment of teachers by results."

District 13, Enniskillen; Mr. Strong.—No observations.

Proficiency of Pupils found in attendance at inspections made during the year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 14, Omagh; Mr. Sullivan.—*Reading* (including oral spelling and explanation).—During the past year 3,890 pupils were examined for secondary No. 1 Report. Of these—

28 per cent. were able to read First Book.  
28 " " Second "  
19 " " Third "

The total number of pupils unable to read was 1,070. This nearly coincides with the number present under eight years of age, which was 1,149.

The reading of the junior classes is, in many cases, indistinct and monotonous. These defects are caused, in a great measure, by the practice of allowing the pupils to get the lessons by rote and then repeat the words rapidly.

Oral spelling is taught with fair success. Explanation is not in general well taught.



*Arithmetic.*—Of 2,632 pupils examined in arithmetic—

83	per cent.	were able to set down millions.
53	"	" work simple subtraction.
25	"	" composed division.
13	"	" proportion.

*Appendix D.*

Proficiency of Pupils found in attendance at inspections made during the year.

The proficiency in this subject is much less than it should be. The test questions given by me were in all cases simple ones, and yet 48 per cent. of those examined failed in subtraction. Two causes seriously interfere with the progress of the pupils in this branch :—

1st. The arithmetical tables are not taught with sufficient care.

2nd. Copying and prompting are carried on to a very considerable extent.

It is really surprising that for their own sakes teachers do not take effective steps to eradicate these mischievous practices.

*Pennmanship.*—Of 2,406 examined in writing—

61	per cent.	were able to write fairly.
10	"	" with ease and freedom.

In many cases the writing is too small and angular; and in some cases the copybooks show that the supervision exercised by the teacher is almost nominal; but on the whole I consider the results attained in penmanship as fair.

*Writing from Dictation.*—Of 2,057 examined in dictation—

54	per cent.	were able to write with tolerable accuracy.
10	"	" " " ease and correctness.

These results I consider fair.

*Grammar.*—Of 2,367 examined in grammar—

13	per cent.	were able to distinguish the parts of speech.
7	"	" " " parse fairly.

These results are very poor. In general this subject is badly taught.

*Geography.*—Of 2,912 presented for examination in this branch—

30	per cent.	were acquainted with map of world only.
6	"	" " " Europe and Ireland.
1	"	" " " a general course of geography.

In general this subject is not well taught; few teachers aim at making it interesting, and, in general, a "lesson" on geography is merely a dry catechetical examination.

*Needlework.*—In this district there are only 30 female teachers of all grades, so that in a large number of schools attended by females needlework is not taught. This is a serious defect, but the schools are in general so small that it is impossible to recommend the appointment of a second teacher. These circumstances account for the fact that of 1,740 girls examined for Secondary No. 1 Reports, only 406 were learning needlework of any kind; of these—

51	per cent.	were able to sew fairly.
40	"	" " " knit a stocking.
5	"	" " " proficient in cutting out.

*Extra Branches.*—(Model schools not included in the numbers given here)—Singing taught in 9 schools; number learning, 417; general proficiency—satisfactory in 2 schools, fair in 3 schools, poor in 4 schools. Drawing taught in 2 schools; number learning, 23; general proficiency—fair in one school, pretty fair in the other. Singing and drawing are taught with satisfactory success in the Omagh Model School. Agriculture

Appendix D. is taught in no school in the district. The Agricultural Class Book is read in 9 schools.

Proficiency of Pupils found in attendance at inspections made during the year.	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	32	163	Pretty fair.
Geometry, . . . .	23	73	Pretty fair.
Algebra, . . . .	17	49	Middling.
Book-keeping, . . . .	18	76	Fair.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

My experience of this district being confined to a period of eight months, I cannot enter fully into the question of the condition and prospects of education in this locality, nor am I in a position to offer many suggestions for increasing the efficiency of the schools.

One of the most striking facts with regard to this district is that in proportion to its area and population the number of schools is very great, and as a necessary consequence the attendance at each school is very small. Of 110 schools in the district only fifteen have an average attendance above forty-five, while no less than sixty-five have an average attendance below thirty-five. In one parish alone (*Cappagh*) there are nineteen rural schools. This extreme multiplication of schools is, in my opinion, injurious. In general the teaching in small schools is languid and unenergetic. Under the head "Needlework" I have pointed out another defect arising from the low attendance in the schools. The principal teachers being generally males, and the attendance being in most cases too low to warrant the appointment of an assistant, the result is that comparatively few girls have an opportunity of learning needlework. The low average attendance is also a strong temptation to many teachers to keep the school accounts incorrectly. It also leaves teachers very much in the power of parents of pupils, and in many cases renders it impossible to insist on the payment of school-fees. Should a teacher press for the payment of fees, the schools are so numerous that parents can easily find another in which the teacher is glad to take them free, and thus, by raising his average attendance, secure the payment of his class salary. On the whole I am of opinion that there are too many schools in this locality, and that a gradual and judicious reduction in their number would conduce very much to their efficiency.

This district has a good many zealous teachers who thoroughly understand their work, but the supply of new teachers is eminently unsatisfactory. Of fourteen probationers who were summoned to the Easter examination only two were classed, four were retained on trial, and no less than eight were considered quite incompetent and were therefore dismissed.

The usual time for secular instruction is from ten to half-past ten o'clock on five days. In most cases half an hour of this time is given to recreation, and in general the pupils do not come precisely at ten o'clock; but omitting these considerations the number of hours devoted to secular instruction each week is twenty-two and a half. Allowing six weeks for vacations, each school is open for forty-six weeks in the year. This gives 1,035 school-hours for the year, and taking the moderate estimate of six hours for a working-day, we find that pupils receive secular instruction during a period equivalent to 173 days each year. This leaves a large margin, a portion of which could easily be utilised.

One of the fairest tests of the efficiency of a school is the number of *bond fide* promotions from class to class. I have noted the promotions during twelve months in 100 of the schools in my charge. They are—

827	from 1st class.
549	" 2nd "
189	" 3rd "
13	" 4th "

making a total of 1,564. The average daily attendance in these 100 schools was 3,438, so that the per-centage of promotions to average attendance was forty-five. The meaning of the above figures will be better understood by taking the following view of them:—

In a school conducted with average success, whose daily attendance is thirty-four, the promotions in a year are:—

8	from 1st class.
5	" 2nd "
2	" 3rd "

When it is remembered that a daily attendance of thirty-four corresponds to a "total on rolls during the year" of about ninety, it will be evident that the rate of promotion is slow. No doubt this arises in a great measure from the extreme irregularity of the pupils' attendance.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 15, Dungannon; Mr. H. W. M. Rodgers.—*Reading* (including oral spelling and explanation).—In a few of the schools visited by me during the short period that has elapsed since I got charge of this district, the proficiency in reading was very fair. However, in most cases, I found indistinct and monotonous utterance very generally prevalent. The teachers do not appear to me to be quite alive to the advantages derivable from the principle of imitation in the teaching of this branch. I have rarely found the advanced pupils of first class able to group words together in a satisfactory manner. In the higher classes there is, generally speaking, a decided want of that natural expression which is one of the results as well as one of the causes of an intelligent appreciation of the subject matter.

Oral spelling does not, as far as I can judge, receive the great amount of attention which ought to be given to it. As regards explanation, I have noticed no great defects.

*Arithmetic*.—Although the importance of this essential branch is generally understood, and while it cannot be denied that a good deal of progress has been made, yet much remains to be done to secure, to a satisfactory extent, accuracy and expertness in operations, and an acquaintance with the principles on which the various processes are based. These objects, I am of opinion, might be effected, with very little additional labour to teachers, by a proper attention to improved methods, and to home lessons.

*Penmanship*.—Great advantages, no doubt, have been derived from engraved hand lines, but both teachers and pupils seem to be somewhat perplexed by the differences that exist between those now in use. However, the most serious defect that I have observed is the want of careful and constant supervision on the part of many of the teachers. Until a very general improvement in this respect takes place, full benefit cannot be expected to result from the use of the excellent copy-books sanctioned by the Board.

*Writing from Dictation*.—The results of this exercise are in some cases fair, in others rather poor. The defects noticed by me were the use of small instead of capital letters, and want of neatness in the writing, as well as errors in spelling. This latter defect cannot be expected to disappear to any great extent without a more constant and careful attention to oral spelling.

*Appendix D.*

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Proficiency of Pupils found in attendance at inspections made during the year.

*Appendix D.*

Proficiency of Pupils found in attendance at inspections made during the year.

*Grammar.*—In most schools I find that teachers devote a good deal of time and attention to grammar; but as far as I can judge from results there must be something wrong in the method of giving instruction in this branch. The junior pupils are frequently unable to give the definitions of the parts of speech which they are required to know, and they, therefore, cannot intelligently distinguish them, while the pupils of the higher classes, who are learning the rules of syntax, often fail when called on to apply those rules to the correction of obvious errors. Grammatical instruction must be given on a more intellectual plan before pupils can be expected to take a proper interest in it.

*Geography.*—Having been but a very short time in this district, I cannot, by a comparison with the results in other years, give an opinion as to the degree of progress made this year in this or any other subject. I may state, however, that the proficiency in geography appears to me to be decidedly low, except in some of the best schools. Teachers sometimes throw the blame on parents, who, it is said, object to the waste of time caused by attention to this branch. In some cases there is a want of maps, and I fear that in many schools text-books are greatly neglected.

*Needlework.*—Considering the time at the disposal of teachers, a fair degree of attention is given to this useful branch of female training. As far as I have observed, cutting out is not taught with much success. In plain sewing and knitting the proficiency of the pupils is pretty fair, generally speaking.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

Considering the numerous impediments to the spread of elementary education that have long existed in this country, the progress that has been already made must be regarded as very fair. The efficiency of the schools might, however, be very much improved by raising the teaching power, and by causing inspection to be more general and searching. Teachers cannot be expected to do much more than they are doing if their energies of mind and body be not better sustained than they are at present.

Few, except those who have filled the post, know the arduous duties, the almost constant labour of mind and body, which earnest and conscientious Inspectors have to undergo. Not to dwell on the actual examination of the pupils in every subject three times a year, the journeys are long, the correspondence is heavy, and the queries and reports are numerous. If it were possible to a greater extent than has yet been done to increase the number of districts, and to lessen the number of queries, returns and reports, much time and energy would be set free for the careful examination of pupils, and for oral and written suggestions as to improved methods of teaching.

Proficiency of Pupils found in attendance at inspections made during the year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

*District 16, Armagh; Mr. Osborne.*—*Reading* (including oral spelling and explanation).—The practice recommended by me to the teachers of reading aloud to the pupils and "setting them a copy" is continued in this district with very good results; and the reading of the children on the whole is greatly improved, but there is still very much to be desired.

There is pretty fair proficiency in oral spelling and explanations.

*Arithmetic.*—Theories and principles are more carefully explained, and

more time and attention given to instruction and exercise in simple rules, short methods, and commercial arithmetic generally, whilst the higher branches of the subject are very fairly attended to.

In slate arithmetic I carefully insist on the three great qualities of accuracy, expertness, and neatness.

*Pennmanship.*—The copy-books are kept with more neatness and care; there is an improved taste, and a greater effort after success both on the part of the teachers and the children, but the results as yet still fall short of what we have a right to expect, and must still strive to attain.

*Writing from Dictation.*—This branch is very fairly taught, and a pretty satisfactory proficiency has been attained by third and higher class pupils.

*Grammar.*—The teaching of this branch has become more general and systematic in the schools than formerly, and there is an increasing acquaintance with the subject.

Owing, however, to the brief and interrupted attendance of the great majority of pupils in the National schools, no very high results I fear need be expected.

*Geography.*—This subject is taught to some extent in nearly all the schools, but beyond the merest elementary principles, and the outlines of some of the most familiar maps, no great progress has been reached.

*Needlework.*—Plain sewing and knitting are taught in sixty-seven of my schools, and in most of them with very fair success. There is also a considerable quantity of well-executed fancy-work shown to me by the girls at my different visits, and in a few schools the practice of cutting out has attained some success, but in the schools generally it has not made much more than a beginning.

*Extra Branches.*—*Singing*, taught in 30 schools; number learning, 2,756; general proficiency, fair. In at least 9 of these schools the children sing in parts with some taste and expression.

*Drawing*, taught in 9 schools; number learning, 398; general proficiency, fair. In 5 of these schools the subject is skilfully taught and with good results.

*Agriculture*, taught in 3 schools; number learning, 86; general proficiency, fair. These schools are recognised and paid by the Board for this special teaching, and they are visited and reported on by the Agricultural Inspector.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	40	133	Very fair.
Geometry, . . . .	34	83	Fair.
Algebra, . . . .	23	89	Fair.
Book-keeping, . . . .	34	123	Very fair.
Trigonometry, . . . .	2	3	Merely elementary.
Recessing, . . . .	1	1	Beginning.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

I have nothing to add to the observations made under this head in my report for last year, except to express my regret that the expectations of the teachers as to improved endowment and emolument have not met with any fair and reasonable response, so as to remove their anxiety and suspense, and withdraw them altogether from a public agitation which is at variance with the true spirit and character of their quiet, useful, and unobtrusive vocation.

With reference to the opposition to the National system of Education from the Church Education Society, for which this district has been

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Appendix.

Proficiency of Pupils found in attendance at inspections made during the year.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

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Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

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especially distinguished in former years, I am glad to say that, from whatever cause, it is now breaking down entirely, and a very large number of these schools are seeking, or have already sought, connexion with the National Board. This will remove a large element of unwholesome competition, and open the way to a sounder organization and more satisfactory management of the schools generally.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 17, Ballinacinch; Mr. Nesbitt.—*Reading* (including oral spelling and explanation).—In the majority of cases there is no attempt whatever at good reading, though many can read intelligibly. The spelling and meaning of isolated words are frequently given with correctness; but the ability to explain a sentence, or to collect the information given in any special lesson, is rarely found. The teaching goes barely the length of cultivating the mind, without in any degree emancipating it, and enabling it to grapple with difficulties.

The lesson-books appear to be above the comprehension of the class of pupils attending the schools. The Agricultural Class Book is only used in a very few schools, but should be read by all the third and fourth classes of boys in the schools; it contains much information, agreeably expressed, and might be made practically useful.

A small free grant of Agricultural Class Books to each of the boys' schools would encourage the use of it.

*Arithmetic*.—Practical arithmetic is well attended to in this district. The more advanced pupils can work questions in practice and interest with considerable correctness, and explain the principles, though they will frequently go about, instead of a more direct line to the answer.

Mental arithmetic is less resorted to, and hence a defect in expertness of operation, which must be corrected.

*Pennmanship*.—Considerable progress appears in this branch. The exercise books lately introduced in the schools, and facility of copy-lines in V. Foster's books, have contributed much to this result.

Johnston's No. 3 copy-book has been much improved, and is now a very excellent book.

*Writing from Dictation*.—For years this has been fairly attended to in all schools worthy of the name. Of course, we will always find many incorrect spellers, as the branch is most difficult to master; but on the whole the schools are in a creditable position in writing from dictation.

The pupils from highest division of second (inclusive) write from dictation on paper, and I have had some creditable specimens from pupils of eight years of age.

*Grammar*.—As a district, the pupils are very defective in a knowledge of rote grammar, and hence syntactical parsing shares the same defect.

Most of the classes can give mechanically the parts of speech, and even tell the case of nouns, their subject, and object of verbs.

*Geography* as a branch of knowledge is very imperfectly known, though the classes can, with considerable readiness, point out ordinary places on their maps.

The river and mountain system, are pretty well known by third and fourth classes.

*Needlework* is taught in 76 schools; in a few cases good, but in general there appears to be some difficulty in keeping the pupils in work.

*Extra Branches*.—*Singing*, taught in 23 schools; number learning 1,272; general proficiency, good in three cases, and very fair in others.

*Drawing*, taught in 7 schools; number learning, 330; general proficiency, good in two cases, and fair in others.

*Agriculture*, taught in 1 school; number learning, 8; general proficiency, middling.

The Agricultural Class Book is taught with fair success in 4 schools.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	15	67	Elementary in most cases.
Geometry, . . . .	15	52	Good in } Several will
			some cases. } be able for
Algebra, . . . .	15	52	Middling. } science
Book-keeping, . . . .	15	67	— } classes.
Trigonometry, . . . .	1	5	Only commencing.
Navigation, . . . .	1	1	Only commencing.

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Proficiency of Pupils found in attendance at inspections, made during the year.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

District 17 is included entirely in county Down, inhabited by one of the richest farming classes in Ireland, who can afford to educate their children to any extent the opportunity afforded may offer, and hence there are very few wretchedly bad schools in this district; neither is there any hostility to the system which would at all operate unfavourably on the schools.

It might naturally be expected, therefore, that the schools would be eminently successful; but this is only partially the case.

The love of money—which appears to be the besetting sin of this age—has so influenced the people here, that the little boys and girls are engaged in out-door labour, which should be done by other means, and thus, their school-going years are frittered away with but poor educational results; indeed a compulsory education is just as much required among the comparatively comfortable as among the very poor.

I have always been of opinion that a mode of payment for “good service” should be adopted, which would include all deserving teachers, and which would hence act as a constant stimulus to action. The advanced classes should be more encouraged. Specimens of writing, and parsing, and arithmetic, could be annually forwarded to the Education Office, when a committee of selection might decide on the amount of gratuity which should be given in every case. Drawing could also be subjected to the same. Easy exercises in music, suitable to be sang at sight by National school children, should be forwarded to the Inspectors monthly, so as to enable them to answer with certainty the number that can sing any easy piece at sight.

A great difficulty is felt in replacing assistants, or finding competent probationers, as the choice is restricted to the locality in which the school is placed, where the young persons may reside with their parents, and save the expense of lodgings, which would be incompatible with the salary.

Many of the higher class teachers are very comfortable, and appear to be happy and in earnest in their calling.

The present system of education is well adapted to this district, and on the whole may be pronounced successful.

There is one great defect in keeping the school account books, which I have observed in most of the schools, viz: crowding the *index* of register.

As the children are liable to be removed so often during the school course, the index should be entered on every second line, the intermediate being left for the new register number. A note to that effect entered in

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each register by the printer would obviate this great defect, which appears most unsightly in the old registers.

There is another defect which is very injurious to the schools, viz.: the teachers remaining perpetual students for so many years, and applying annually to be admitted for promotion.

The classification might be simplified with good results, striking out all the divisions of each class.

*General observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 18, Monaghan; Mr. Eardley. *Reading* (including oral spelling and explanation).—As in former years, the weak point in the majority of schools is the excessive proportion of pupils in the junior classes. There is, however, some improvement, not considerable it is true, but steady, to be noted in this respect within the past few years. Thus, in 1867, the failures to read even the First Book were upwards of nine per cent. of the whole number examined, excluding from consideration those under seven years of age; in 1869 they were upwards of eight per cent., while for the year which has just closed, less than seven per cent. failed. This indicates that more attention is given now than formerly to the junior classes, and I believe that next year's statistics will show a still greater tendency in that direction. As I mentioned in a former report, there is an inclination on the part of the teacher to confine his instructions to the more advanced scholars, leaving the young children to the paid monitor, should there be one in the school, if not, to some of the senior pupils. A first-class teacher of nearly thirty years' standing told me "he did not like to be wasting his time with the little children." This absurd notion, that it is a waste of the teacher's time to be engaged with the junior pupils, is pretty generally shared by the teachers, though few would candidly avow it. The parents, finding that their young children make slow progress, remaining for years in the First Book, are careless about sending them to school, and thus another element of delay is introduced.

The proportion of pupils able to read in the Third Book was twenty-one per cent. of the number examined, while the corresponding percentage for 1867 was eighteen, and for all Ireland, according to the last published return, 18'5. It is now pretty generally admitted that only the children who have reached the Third Book will, in after life, retain the power of reading, and, without this power, what advantage has their schooling been to them? Their ability to write would disappear long before they lost the power to read, and it is probable their school-acquired knowledge of arithmetic would be the first to vanish. Hence it would appear of the utmost importance to give a child, first of all, such a power of translating printed characters into thoughts, as will be abiding, and afterwards admit the other subjects. I do not mean to imply that writing and arithmetic, grammar and geography, should be excluded from the course of instruction until a child can read the Third Book, but that they should be regarded as subordinate to reading, and taught only to such an extent as not to interfere with rapid progress in it.

*Arithmetic.*—In arithmetic there has been less progress than in reading, the chief defect being want of *thoroughness* in the work. Children learning proportion often fail in working correctly sums in the simple rules. In no subject is it of more importance to bear in mind, "it is not enough that the child learns how: it must show that it knows how by the facility with which it performs." This facility is only acquired



by long practice; no amount of explanation on the part of the teacher, or of passive listening on the child's part, will produce it; and unless a pupil can perform operations in the simple and compound rules with the same facility and correctness that he can read or write, he cannot be said to possess any useful knowledge of arithmetic. I question very much if the mental training derived from a knowledge of the principles on which the arithmetical rules are founded is worth the time devoted to it, at least in an elementary school. I know that frequently it is mere waste of time, from inability on the part of the pupils to follow the necessary train of reasoning, and it inevitably leads to neglect of the junior classes.

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During the year I deviated somewhat from the plan I formerly adopted in testing the proficiency, and in no case did I return any pupil as acquainted with an advanced rule without previously ascertaining his competency to work exercises in the rules preceding. Thus, in determining the number able to work simple subtraction, I dictated to the class a number of lines, varying from six to ten, according to the grade of the class, of not more than six places of figures, some of the lines having four, some three, and some two places. I then directed the pupils to add, and reserved for further examination only those correct in the addition. By this means greater attention was directed to notation, and the necessity of accuracy enforced. By commencing with addition for every class, that most useful rule was placed in such a prominent position that it received increased attention. I trust the results for next year will show a satisfactory amount of progress.

*Pennmanship.*—In general the instruction in writing does not commence at a sufficiently early age. In the last generation, writing, even on slates, was not thought of until the child had any longer ceased to be such. This feeling still lingers amongst the old teachers, and it is next to impossible to convince them that children under seven years of age could venture on anything more advanced than strokes. However, in a few schools the writing of the first-class children is all that could be desired, i.e., they can copy on slates a sentence or two from their reading lesson written out on the blackboard. It would much facilitate the progress of the young pupils to have the letters, short words, &c., engraved in script characters on their slates, so that they, by frequent tracing over the letters, might acquire a notion of their form, and some skill in reproducing them. This plan has been tried in a few schools with very satisfactory results.

That greater success has not been achieved by the pupils learning to write on paper, is due in some measure to the system of organization requiring different kinds of lessons to be in progress at the same time. Admirable as the plan is by which thirty or forty pupils of all school-going ages and of all stages can be kept usefully employed in school by one teacher, yet I fear that poor writing is one of its results. Where there is only one teacher, the lessons are grouped into two divisions—viz., those taught on the floor and those taught in the desks, corresponding pretty closely to oral and written lessons. The former are carried on directly by the teacher, they must cease when he is not present, while the written exercises are passed in review after they have been executed, and practically are not under the master's eye while in progress.

It would tend greatly to improve the writing of the scholars to have in each district an annual exhibition of their copy-books. The names of the schools most successful in producing good writers might be published in the Annual Report of the Commissioners, and small premiums awarded to the best pupils.

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*Writing from Dictation.*—This useful exercise is practised for one-half hour daily in every school in the district by the pupils of the senior second, third, and fourth classes. The children in the junior second are exercised for the same time in copying a sentence or two of print, which, with oral spelling of phrases, forms the best introduction to writing from dictation. Generally speaking, the success in the dictation exercise depends a good deal on the facility with which pupils can write; it is rare to find correct spelling in the dictation exercise where writing is badly taught, and almost equally rare to find bad spelling where the writing is pretty good. This does not indicate that there is any necessary connexion between writing and spelling, but merely that progress in the latter is more than able to keep pace with increase of skill in the former. Paper is now so cheap, that the dictation exercise is rarely ever written on slates, at least by the pupils of the senior division, the teachers having found that satisfactory results are more quickly produced when the paper is used. Copying is rendered more difficult, and repetition of misspelled words can be more readily held; but it has one serious drawback, it promotes slovenliness. Under proper discipline a boy will regard a blot or a badly formed letter in a page of his copy-book as a sort of misfortune, and will take a pride in preserving it neat and clean from cover to cover; but this wholesome feeling is almost destroyed when he sees page after page disfigured by the corrections inseparable from dictation exercises.

*Grammar.*—The results in grammar are becoming slightly smaller every year. Last year 680 were returned as acquainted with the parts of speech, and 272 as able to parse syntactically; this year the numbers are 668 and 265 respectively; a small decrease absolutely, but considerable when it is remembered that other subjects show an increase. I do not think the falling off is much to be deplored; the teaching of grammar was a great source of loss of time and neglect of the junior classes. It is of more importance that these should be taught to read and write in a short time, than that the senior classes should be made proficient in grammar. Taught skilfully in connexion with explanation of reading lesson, freed as much as possible from technicalities, and with its object of enabling a pupil to speak and write correctly kept steadily in view, the time bestowed on it need not necessarily trench on the claims of the juniors, and yet much useful practical knowledge of the subject be imparted.

*Geography.*—As in grammar, so in geography there is no improvement to record during the year which has just closed. A notable fault connected with the teaching of geography is that I rarely find any connexion between the map lessons and the tasks, even the places mentioned in the reading lessons are not always pointed out on the map, and the subject is thus rendered unnecessarily uninteresting.

Notwithstanding the withdrawal of the triennial grant, the schools in this district are, for the most part, sufficiently supplied with maps. The children readily subscribe for them when required. The prejudice of some of the parents against the teaching of geography as a waste of time is gradually dying out. This is, in a great measure, owing to the emigration to the colonies and to the United States, which has created a desire on the part of the people to know something of other countries besides their own.

*Needlework.*—The opportunities afforded to the girls in this district of learning needlework are more ample now than they were five years ago. At the close of the year 1865 there were only 22 female teachers, principal and assistant, in the district, while at the close of the present year

the number is no less than 68. The area of the district was somewhat enlarged, but only four female teachers were added by the enlargement; the remaining 42 were due to the development of the system, and the increased attendance at the schools. There are six workmistresses in the district, but it would be much more desirable to have female assistants in their stead. It is to be regretted that the people themselves are in some cases unwilling to allow their children to learn to sew in school. They say that their children can learn that subject at home, and that they send them to school to be taught reading and writing. An instance came under my notice where the girls of a family were withdrawn from school because it was insisted on they should sew and knit with the other girls.

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With such a large number of female teachers very satisfactory results might reasonably be expected, but there is yet considerable room for improvement; 747 girls were found in attendance who could sew neatly; 553 who could knit a stocking, and only 31 who could cut out. This was out of a total of 2,346 girls found present who were over seven years of age. No doubt the cutting out is difficult, and the risk of spoiling an article of dress would prevent most school-girls from even attempting it; but for the small results in plain sewing and knitting, there is hardly any excuse. Some more stringent measures than are at present in force will be necessary to secure the necessary amount of attention to needlework on the part of the female teachers. Often there are few or no specimens of work in the schools, sometimes the only specimens are a few samplers and some crochet work. Shirts, frocks, and other articles of clothing are rare. Perhaps the fact that female teachers were not general until recently, and that not more than three or four ladies of position in the district take much or any interest in the schools, may go far to account for this state of things. It should also, perhaps, be mentioned that complaints are general as to the dearth and bad quality of the materials, particularly the cotton and worsted for knitting, supplied from the Education Office.

*Extra Branches.*—*Singing*, taught in 23 schools; number learning, 1,201; general proficiency, good in 7 schools, fair in 11, and poor in 5 schools.

*Drawing*, taught in 4 schools; number learning, 155; general proficiency, fair in all.

*Agriculture*, taught in 2 schools; number learning, 32; general proficiency, good in one, middling in the other.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	37	109	Fair.
Geometry, . . . .	26	80	Poor.
Algebra, . . . .	11	45	Middling.
Book-keeping, . . . .	13	62	Fair.
Trigonometry, . . . .	2	10	Poor.
Physical and Applied Science,	5	48	Very fair.

*General observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

In the course of the year numerous applications for aid towards the erection of school-houses were made to the Commissioners, and I expect that a still larger number will come under consideration during 1871. In most cases these are to replace unsuitable buildings erected in the infancy of the National system, and of which no less than twenty-two are returned as unsatisfactory, either owing to original defects in construction, or to neglect of the necessary repairs. This replacement

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would probably have taken place earlier, were it not an exceedingly difficult matter to procure suitable sites. One not acquainted with the circumstances would scarcely believe that such difficulty exists. Sometimes the tenant is unwilling to have a school on his farm, as he says the scholars will be certain to do serious injury to his crops and to his fences; and sometimes the landlord is willing to grant the necessary site, but finds his leasing powers insufficient. Instances, again, are not of rare occurrence where the landlord objects to the National system, and will not give the site of a school-house even on a mountain side. This condition of things points to the necessity for some legislative change, placing school sites on the same footing as those required for county buildings, or the land required for roads, railways, and canals. In more than half the schools there are either no out-offices, or they are kept in such a filthy state that their removal would be less objectionable than their continuance. With the improvement of the school-houses, improvement in this respect may also be hoped for.

The practical rules enforcing neatness, cleanliness, and order, are not sufficiently observed in about one-third of the schools. Of course, in the case of the very poor children, good or even decent clothing is out of the question, but it costs nothing to have clean hands and faces, trim hair, and washed feet when shoes cannot be afforded. Yet I have frequently to call attention to these matters. Often I find that the rooms are swept out and dusted in the morning instead of in the evening, and that the walls are not whitewashed as frequently as they should be. In general, I have the impression that a good deal more might easily be accomplished by the schools in inculcating a love and habit of cleanliness.

In the matter of the school accounts I noticed many instances of mere carelessness, and some irregularity of a more reprehensible nature; but, in general, the records of attendance are kept with accuracy. As an instance of the former I may mention that I commonly find the side columns in the roll-book, which show the character of the attendance, frequently unfilled for several quarters. The new form of report called for from the Inspectors will necessitate a rigid compliance with the printed instructions in this matter. Some change will also be necessary by which it could be seen at a glance how many pupils made the required 100 attendances in a class, a task at present of considerable difficulty; thus, the pupil may have attended fairly for the first quarter of the year, he was then absent through the spring, struck off in summer, and re-admitted when the harvest work was over. His attendance may be of this unsatisfactory character for several years, and the roll-book may have to be examined from beginning to end to discover, in the event of such pupil failing to answer satisfactorily, as is most likely, whether he had made 100 attendances in that class. I think there should be some limit, not exceeding one year and a half, within which the requisite number of attendances should be made. Another irregularity is that the ages of the scholars as entered in the register are seldom reliable, and the columns setting forth the proficiency are often incomplete. I would suggest that no name be struck off the register until the pupil has finally left school, while it should not be retained on the roll-book after a month's absence, so as to prevent confusion in marking the attendance.

Connected with the general discipline, I find some laxity in the observance of the "fourteenth practical rule." There is no uncertainty as to the time for the Easter and Christmas vacations, and these are accordingly entered on the time-table; but as the time for the summer, or rather harvest, vacation is variable, no such entry can be made, and the Inspector has to depend on the teacher for notice, according to the rule. One

teacher thought he had sufficiently complied with the Board's requirement by writing to me a week after he had closed the school; another, only when he heard I had been in the neighbourhood; and a third, by entering on his time-table, a few days before he closed his school, the interval during which he intended having vacation for that particular year, but without giving me an opportunity of knowing the dates.

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*Proficiency of Pupils found in attendance at inspections made during the year.*

District 19, Newry; Mr. Porter.—*Reading* (including oral spelling and explanation).—A comparison of the results of the examinations of last year with those of the preceding one shows a fair degree of improvement in reading, at least so far as regards verbal accuracy and fluency. As to the higher qualities of expression, purity of speech, and clearness of articulation, the pupils as a rule receive little or no instruction, and hardly any improvement is observable. In spelling and explanation there is an improvement corresponding with that in reading.

Of the pupils examined in 1869, about 23 per cent. were able to read the Second Book, and 11 per cent. the Third Book. Last year I found 26 per cent. able to read the Second Book, and 14 per cent. able to read the Third. The combined per-centages for the two grades of proficiency being, for 1869, 34 per cent., and for last year 40·4 per cent., showing an improvement to the extent of about 6½ per cent. In 1869 there were 38 per cent. of the pupils so little advanced in reading as not to be tabulated under any head of proficiency. Last year I found the number reduced to 36 per cent.

Considering the proficiency of the pupils, as exhibited by these numbers, in connexion with the return of their ages, it is seen that while 19 per cent. of them are over 12 years of age, no more than 14 per cent. are able to read the Third Book, and that the number not able to read the First Book corresponds as nearly as possible with that of the children under 9 years of age. Two facts which indicate that, however great the progress already made, much remains to be done for the improvement of the pupils in reading.

*Arithmetic.*—Of the 4,489 pupils whom I examined for the secondary No. 1 Report, 62½ per cent. were returned by the teachers as learning arithmetic. This number comprehends all in the second class, and higher ones, and generally a small portion of the first class, and is about 2½ per cent. greater than the corresponding number for 1869. The results of my examinations indicate an improvement in notation and simple rules; but under the other two heads, compound division and simple proportion, the per-centages are almost the same as those for 1869. Referring again to the ages of the pupils, it appears that of the total number present, 19 per cent. were over 12 years of age, and barely 6 per cent. were able to solve questions in simple proportion.

*Penmanship.*—About 43 per cent. of the pupils present at my examinations were provided with copy-books. The total number learning to write on paper would, however, be somewhat greater than this, as it not unfrequently happens that some, whose books are finished and have been taken home, have none to exhibit on the day of my visit. Of the number examined 11 per cent. were able to write with ease and freedom, and 51½ per cent. were able to write fairly. These numbers represent an improvement of about 3 per cent. in the lower grade, but none in the higher.

*Writing from Dictation.*—Somewhat less than one-fifth of the pupils

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learn to write from dictation. There does not appear to have been any marked improvement in this subject last year, the per-centages under the two heads of proficiency being almost the same as those for 1869.

*Grammar.*—About 53 per cent. of the pupils were examined in grammar. Their proficiency when represented in per-centages scarcely differs from that reported for 1869.

*Geography.*—Both in the upper and lower classes there is a marked improvement in geography.

*Needlework.*—Considerably less than one-half of the girls are taught to sew and knit. Of these about 41 per cent. are able to sew neatly, and about 32 per cent. can knit stockings. Nearly 3 per cent., chiefly pupils of convent schools, can cut out articles of clothing. Needlework, although receiving more attention than formerly, does not yet occupy the place in the ordinary schools which its importance demands, and some teachers not only take little interest in it, but exhibit a reluctance to trouble themselves with it. I am happy to say that the latter are exceptional cases. I have had frequent occasion during the year to remind some teachers of their neglect to take measures for securing an adequate supply of suitable work materials. There is also on the part of many teachers a want of skill in managing the industrial class. I know of only one rural school in the district the pupils of which are put through a systematic course of practice, and in that instance the class is taught not by the teacher, but by the manager's wife, who attends for the purpose.

*Extra Branches.*—*Singing*, taught in 6 schools; number learning, 241; general proficiency, fair in all.

*Drawing*, taught in 5 schools; number learning, 65; little progress made.

*Agriculture*, taught in 1 school; number learning, 12; general proficiency, fair. The Agricultural Class Book is taught with fair success in 2 schools, and without any marked effect as yet in 3 schools.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	23	58	Middling.
Geometry, . . . .	14	39	Middling.
Algebra, . . . .	6	9	Indifferent.
Book-keeping, . . . .	11	23	Indifferent.

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*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

The want of suitably qualified male candidates to supply the vacancies occurring from time to time in the teaching staff is a good deal felt in this district, and leads to the admission into the service, in the capacity of probationers, of young persons of very slender attainments, and of little or no experience in school-keeping. This is a serious evil, as yet only partially felt, which threatens, unless counteracted, to assume larger proportions. The statistics of the annual examinations of teachers show how deficient many of the candidates are. Of the twenty-one male probationers examined during the past four years in this district, only seven obtained classification—two of them at their first examination, and the others at the second or third. Six were dismissed for incompetency, three now remain on trial for another year, and the remainder, probably hopeless of success, resigned before the oral examinations came on. Of the whole number, ten were principal teachers, of whom only one was classed at his first examination, and the other eleven were

assistants. The men who were dismissed, and those who resigned without having received classification, appear to have been employed as teachers on an average twenty-three months each.

As the staff of paid monitors is the source from which the supply of qualified new teachers is to be expected, whatever tends to render the supply inadequate to the demands on it is detrimental. From the last report of the Commissioners, it appears that at the close of 1869 only 13 per cent. of the male monitors were in their fourth year. It must not, however, be argued from this that only 12 per cent. of them reached the fourth year, for of the 881 new teachers appointed in 1869, 35 per cent. had been paid monitors—male or female—and it is to be presumed that a considerable proportion of them were in their fourth year at the time of their appointment. But making due allowance for this, it is evident that the existing arrangements regarding the appointment and salaries of monitors require modification, inasmuch as the prospects which they hold out have not attraction enough to retain the male monitors, at least, to whom alone I now refer, in numbers sufficient to meet the wants of the service. This defect has already been remarked and commented on by others, and the remedy for it appears to be some such alteration, as regards the appointment and salaries, as that recommended by Mr. Sheridan in his last general report, which would allow an increase of the staff of first-class male monitors in ordinary National schools. As regards the female monitors, and the supply of female teachers, the case is not so urgent, nor is the necessity for any change so apparent.

*Appendix D*

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

Proficiency of Pupils found in attendance at inspections made during the year.

District 20, Ballina; Mr. Barrett.—*Reading* (including oral spelling and explanation).—The general proficiency in this subject is very fair, though about 25 per cent. of the pupils examined were unable to read any higher book than the First, and though many of these were from ten to fifteen years of age; still the proficiency is on the whole very fair, for the remainder read Second or higher books, with accuracy, clearness of enunciation, and fair attention to the stops. The proficiency in oral spelling is on the whole fair, and the proficiency in explanation of subject of lessons, though on the whole low, is in some of the larger schools by no means inconsiderable.

*Arithmetic*.—The proficiency in this subject is very different in different schools; in almost all the larger schools, which are under male teachers, it is unquestionably good; but in the smaller schools, and especially in such as are under female teachers, it is very unsatisfactory.

*Penmanship*.—The proficiency in this branch is on the whole, fair; the greater number of the boys in the senior classes write a large, round, and tolerably clean hand, which in several cases is fairly suited for general use; but, except in some instances in which the girls write angle hand, their penmanship is coarse and ill suited for any practical purpose in life.

*Writing from Dictation*.—The proficiency in this branch is on the whole very fair. It is regularly taught every day in all the schools in the district, and is well taught in many of them; the children appear to have a strong taste for it, and the proficiency of most of those whose penmanship is at all fair is very satisfactory.

*Grammar*.—The proficiency in this subject is low; no more than 30 per cent. of the pupils examined appeared to have acquired the amount of proficiency prescribed for the classes to which they respectively belong.

*Geography*.—The proficiency in local geography is on the whole very

*Appendix D.*  
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 year.

fair; a large number of children are fairly taught from the maps, and many, even very young, exhibit a highly useful knowledge of the maps of the World, Europe, and Ireland.

*Needlework.*—The proficiency in this branch, so far as I could ascertain, appeared to be fair; from the specimens exhibited in the schools, it appeared that a large number of the girls in the second and higher classes had attained some skill in plain needlework. But I decidedly agree with the statement of my predecessor (Mr. Wood) in his report on this district for 1869 (Thirty-sixth Report, p. 266), that "the greater portion of the skill exhibited by the pupils in this branch is brought with them to school, and not acquired there."

*Extra Branches.*—*Singing*, taught in 1 school; number learning, 26; general proficiency, fair.

*Agriculture*, taught in 8 schools; number learning, 85.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	14	47	Inconsiderable.
Geometry, . . . .	12	26	
Algebra, . . . .	7	14	
Book-keeping, . . . .	14	34	

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 21, Swinefowl; Mr. McCullum.—*Reading* (including oral spelling and explanation).—Reading being, the most important subject in the school programme, naturally receives more attention than any other. Most of the teachers, however, are satisfied with mere verbal accuracy, even from the senior classes, they cannot be made to understand that anything more is necessary.

Oral spelling receives due attention.

Explanation is satisfactory in the good schools, and very much the reverse in the medium and bad. Unskilful teachers, no matter how earnestly they endeavour to do so, seem to be unable to translate the language of the book so as to make it intelligible to the pupils.

*Arithmetic.*—Arithmetic in the male and mixed schools is on the whole well taught, and in the female schools tolerably—the proficiency is generally up to the requirements of the programme. When I say that arithmetic is successfully taught, I do not mean that the children are clever arithmeticians—what I do mean is that they carry away with them from the schools such a knowledge of arithmetic as will be of use to them in life; more than this could not well be expected.

*Penmanship.*—There has been steady improvement in this branch during the year, and, considering the disadvantages under which a great many of the schools labour, the results are satisfactory. These disadvantages are—1st, badly constructed desks and insufficient floor space, and 2nd, the frequent want of properly graduated copy-books, pens, ink, &c., owing to the poverty of the teachers. Of the 111 operative schools at present in the district, forty-one are conducted by third-class teachers, and three by probationers, and it is almost impossible that these forty-four teachers, out of their small salary, could afford to keep a constant supply of all the requisites necessary to conduct a school properly. I not unfrequently find, therefore, even in schools where writing is on the whole good, children who could badly write a No. 4 making laudable efforts to accomplish the dashes of a No. 7. Mr. Foster's copy-books, which are the only books with printed head-lines used, are very useful, especially in the junior classes; his Nos. 1, 2, and 4 being excellent books: but when a boy advances beyond No. 4, unless the teacher be himself a good writer, the results are seldom satisfactory. In the female schools,



angular hand is taught on the whole creditably. Mr. Foster's books are not used, as both teachers and pupils object to round writing. The gross number of pupils who can write *well* is increasing from year to year, being, for 1870, 471 males and 337 females, against 302 males and 240 females in 1869.

*Writing from Dictation.*—In dictation I examine only the third and higher classes, as this subject is not required by programme for second class. When examining for the secondary No. 1 Report, I select a tolerably difficult sentence from the Third Book, containing from forty-five to fifty words, and reject every pupil who makes more than four mistakes.

The following table represents the per-centages of the answering, which is, I believe, satisfactory:—

Able to write well, . . .	40.6 per cent.
tolerably, . . .	33.6 "
Failed, . . .	25.1 "

*Grammar.*—Grammar as a rule is not well taught. The knowledge is mechanical rather than useful in all the classes; the junior pupils being ignorant of the meaning of the terms they use, and the seniors of their application. I have rarely got respectable answering from a fourth class in correction of sentences, no matter how elementary the questions.

*Geography.*—Like grammar, geography is poorly taught in the majority of the schools, and I cannot report favourably of the progress made during the year. I am confident that were grammar and geography taken out of the programme for second class, and the course in geography for third class lessened, that the promotion of pupils from the lower to the higher classes would be much more rapid than at present. In every school there is an arrangement in the time-table for giving instruction in grammar and geography to second class; there is a show of teaching and time spent, but no corresponding results. Were this time devoted to teaching the children how to read and spell the results would be much more satisfactory.

There is at present no arrangement in the secondary No. 1 tabulations setting forth the proficiency of the third class—the programme for this class being maps of the world and Ireland—whereas the tabulations are, 1st, map of the world, and 2nd, maps of Europe and Ireland. Thus, a third class pupil up to the requirements of the programme only passes for second class, no credit being taken for his knowledge of the map of Ireland. The amount of geography, therefore, taught in the schools is considerably in advance of what is annually published by the Commissioners.

*Needlework.*—Needlework is fairly taught in most of the female and mixed schools, and in a few well. There is often an inadequate supply of work materials for the junior pupils, and the teachers complain that they cannot prevail upon the children to bring their own work. On the whole, however, this branch receives fair attention.

*Extra Branches.*—Singing, taught in 4 schools; number learning, 318; general proficiency, very good in 1—Swineford Convent School; fair in 2; the fourth has not been examined. Drawing, taught in 1 school; number learning, 102; general proficiency, creditable. Agriculture, taught in 46 schools; number learning, 576; never examined in this subject.

*Appendix D*  
Proficiency  
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tions made  
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year.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	17	29	} The amount of instruction imparted in these branches is almost nothing.
Geometry, . . . .	19	46	
Algebra, . . . .	17	32	
Book-keeping, . . . .	9	16	
Trigonometry, . . . .	1	1	

*Appendix D. General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The general progress made during the year has been very considerable, and there is every prospect of there being still greater progress. The teachers, as a body, are zealous and industrious, and seem contented with their work, if not with the remuneration they receive for it. The managers are, in many cases, active in endeavouring to promote the usefulness of the schools; in some cases they are passive, but there is no active opposition to the system.

The proportionate number enrolled in the third and higher classes is much greater than formerly; and, as a child is learning nothing which will be useful to him in life until promoted to third class, the amount of instruction imparted in the schools must be considered as on the increase.

The following are the suggestions which I would offer for increasing the efficiency of the schools:—

1st. That pensions be granted to teachers who, through age and infirmity, are no longer able to discharge their duties properly. An Inspector feels it a hardship to insist upon a teacher, who has given good service in his day, accepting the present small retiring allowance, which will not suffice to keep him more than a year or two from the workhouse.

2nd. That the present mode of examining and classifying teachers be altered, and the goodness, or otherwise, of the schools in which the teachers are engaged be taken more into account than hitherto.

3rd. That the salaries of the teachers be so considerably increased that there will be an adequate reward for work done. I would recommend a system of results, with a modification, that modification being, that the results be taken from the Inspector's general opinion of the usefulness of the teacher, and the *quality* as well as amount of instruction imparted in the school. This would obviate all the difficulties incident to direct payment by results, and would furnish a sufficient incentive to the teachers to work well in order to merit the approval of the Inspector. The teachers could be made to *educate* the children as well as instruct them, a result which could not be attained by the other system. One objection to which would be urged against this would be, that the general results would not be equitable, that one Inspector might be more easily satisfied than another, and that a teacher who would receive a large *bonus* in one district would get none were he in another district. The same objection would apply to any system of results, for in all the subjects taught in a primary school, except perhaps arithmetic, the proficiency of a child is a matter of opinion, and no rigid rules can be laid down in such matters to serve as a *dictum* for the judgment. Another objection would be that a teacher who presided over a small school might be as highly remunerated as one who presides over a large one. This is true, and so it ought to be. In the small school the principal does the work himself, while in the large school he is aided by assistants, and does no more work himself than the teacher of the small school.

I am also of opinion that any increase that may be given shall be in addition to class salary, and that the present good service salary grants be not only continued but increased in number. A man will think more of a gratuity which distinguishes him above his fellows, than of a much larger reward for labours which he feels he has justly earned. And I consider that withdrawing these grants would seriously injure the best schools, and discourage the teachers who ought to be encouraged.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.* *Appendix D.*

District 22, Boyle; Mr. J. W. Rodgers.—*Reading* (including oral spelling and explanation).—This is one of the branches on which I always examine, and I am constantly impressing on the teachers, that as it is the most important subject it should have the most prominent place given to it in the school course. If a pupil leave school without having learned to read at least fluently, the probability is that he will practise reading little, if at all, in after life. It appears that as regards general results, some improvement has been effected during the year. The defects to which attention was called in former reports do not prevail to so great an extent as formerly. Incorrect grouping of the words, and indistinctness, are amongst those which are still most prominent. It is not uncommon to hear words separated which should be taken together, or words joined which should be kept apart. The reasons of this are various. The meaning of the passage may not be understood, or the children may not be attending to the meaning, or they may not be trained by their instructors to read clauses naturally, as if they were speaking. Indistinct enunciation is to be met with even in the better class of schools sometimes, the children slurring over words and syllables, and speaking in a tone so low that a listener, who was not familiar with the passage, would have difficulty in knowing what they say. I am disposed, however, to think that on the whole the reading in this district will compare favourably with that in other parts of Ireland, as regards ease and accuracy. At one round of inspection during the year I examined 6,066 pupils in this branch, and I find that 1,264 of them were able to read the Third Book correctly, while 1,556 were able to read the Second.

Oral spelling continues to be taught very fairly. In some cases the Spelling Book Superseded is in the hands of the children, and tasks are prepared regularly in it. Generally, however, attention is confined to the spelling of phrases, and of the more difficult words which occur in the reading lessons.

Explanation of words receives considerable attention, and with fair results; but, speaking generally, the subject-matter of the lesson-books is not taught so successfully as it might be. Some of the lessons in the revised class-books are not particularly interesting or instructive, and others are beyond the comprehension of most children; but there is no sufficient reason why the many useful and excellent lessons which the reading books contain should not be utilized in a much larger number of the schools, not only for the purpose of storing the memory of the youth of our country with important facts, but for cultivating the mental faculties as well. The practice of preparing notes of lessons at home is not very generally followed by the teachers, or they would effect a great deal more in this respect than they do.

*Arithmetic*.—This branch is taught now to all the classes, except the junior division of first, during a portion of the day in drafts on the floor, under the direction of the teachers or monitors, while during another portion of the day the pupils sit in the desks and take exercises themselves from their text-books. The proficiency attained is considerable. Of 4,577 pupils examined for the Secondary No. 1 Report during the year, 1,985 were able to set down accurately a number of seven places of figures, 2,767 were able to work correctly a sum in subtraction, and 915 were able to solve questions accurately in proportion or practice. These figures show an improvement as compared with the year 1869, and are, so far at least, satisfactory and encouraging.

*Proficiency of Pupils found in attendance at inspections made during the year.*

## Appendix D.

Proficiency of Pupils found in attendance at inspections made during the year.

*Pennmanship.*—There is, I believe, more supervision exercised now than there used to be in former years by the teachers during the time the pupils are engaged at writing, and in some of the schools with such effect as to leave little to be desired. Some of the teachers write admirably themselves, and succeed usually in making their pupils excellent writers too. In the majority of the schools, however, the proficiency of the children is not more than fair. Sometimes the supply of stationery is insufficient, and the desks are so badly constructed that it is impossible to write well on them. I have also to complain occasionally that the copy-books are soiled and torn, and covered over with unsightly blots. My impression is, that as a rule the children are allowed to write too much, and that their progress would be much more rapid if they would write less, and take more care and more time in the performance of the work.

*Writing from Dictation.*—My table of proficiency shows considerable improvement in dictation. It is taught, I believe, with fully as much success as any other branch in the school course.

*Grammar.*—This branch continues to be fairly taught in many schools, but the knowledge of it acquired by any pupils, except those who reach the fourth class, and remain in it for some time, is not likely to be of much advantage to them in after life. Teachers would do well to keep the practical bearing of the subject more prominently in view, and accustom their pupils to speak grammatically while in school.

*Geography.*—Most of the schools are well supplied with the Board's large maps, but they are not used very skillfully by a good many of the teachers. At the same time considerable knowledge of geography has been acquired. The proficiency table shows only the numbers acquainted with the outlines and general features of the map of the World, and with the maps of Europe and Ireland; but there were a good many who, though not fit to be classed under the first head, were very nearly so, as they had a fair knowledge of the position and boundaries of the continents and oceans.

*Needlework.*—Plain sewing and knitting are taught remarkably well in a few schools, and in the schools generally they are taught more successfully than they used to be.

*Extra Branches.*—Singing, taught in 4 schools; number learning, 295; general proficiency, fair; in one school good.

The *Agricultural Class Book* is taught with fair success in 3 schools, and without any marked effect as yet in 5 schools; number under instruction, 107.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	26	77	} The knowledge acquired of these branches is trifling in amount, except in case of a very few schools.
Geometry, . . . .	34	65	
Algebra, . . . .	19	42	
Book-keeping, . . . .	19	46	

Conditions and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

The education of the lower classes in this district, if not all that could be wished, is making steady progress. The teachers, as a body, are earnest and painstaking in the discharge of their duties, and succeed, sometimes under very disadvantageous and disheartening circumstances, in accomplishing a great deal in their respective neighbourhoods. They are often poor, for the school-fees are usually trifling in amount, and the local endowments are few in number, and confined to a very limited number of schools. The Board's salary is their chief

source of income, and with this and the local support which they receive, they have often considerable difficulty in maintaining themselves and their families in even moderate comfort. It is to be regretted that the pupils who are able are not all obliged to pay school-fees, as their doing so would add materially to the comfort of the teachers, and secure a more regular attendance. At present the payment of school-fees is seldom enforced, because the teachers fear that by that course they might lose some of their best pupils, or lessen their average attendance unduly. In some cases, too, managers issue orders that certain children, who are well able to pay, should be admitted free, and of course these orders must be obeyed. Such cases are not numerous, I should think, but some of them have come under my notice. When they do occur, the least that the manager should do would be to supply out of his own pocket the amount which the teacher would otherwise have through his interference. There is still a large proportion of the school-houses subject to an annual rent, which the teachers have to pay, and there are still more which do not afford the necessary accommodation to the pupils who frequent them. These unsuitable buildings are disappearing but slowly. It is seldom, however, that a year passes without some additions being made to the number of good and permanent structures. During the past year one very excellent school-house, containing four rooms, has been erected in the town of Boyle, at a cost of nearly £1,000.

Little difficulty is experienced here in supplying schools with teachers, when such are required. The new hands are often selected from the paid monitors, of whom there is now a large number in the district. These young persons, if carefully taught, and moderately studious, rarely fail to obtain classification at the end of their term of service when they present themselves for examination, and they usually make excellent teachers. During the year 1870 four principals and five assistants were supplied from this source. Eight presented themselves for examination during the Easter week, and were all classed afterwards—six of them obtaining the first division, and the other two the second division of third class. It may not be out of place or without interest if I give here the per-centages of their answering; they are as follows:—Males, 64·8, 61, 59·3, 49·9; females, 75·8, 69·8, 68·2, 46·5.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 23, Cavan; Mr. Roantree.—*Reading* (including oral spelling and explanation).—In the teaching of this branch the results attained during the past year were middling. From the seventy-three schools which were examined for secondary No. 1 reports, the number returned as "able to read Third Book or higher books with ease and intelligence" would have been larger had more attention been given to the explanation of the text of the reading lessons. Owing to insufficient answering in this last particular, many pupils who could read Third Book "with ease" had to be returned as merely able to read Second Book correctly.

*Arithmetic*.—In practical arithmetic the answering was fairly satisfactory. Notation, however, seems to have been to some extent neglected, and but little knowledge has been exhibited of the theory of arithmetic.

*Pennmanship*.—The results attained were on the whole respectable. A considerable per-centage of those pupils who were found supplied

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Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*Proficiency of Pupils found in attendance at inspections made during the year.*

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year.

with writing materials were "able to write a good hand with ease and freedom." While, however, the schools have been kept fairly furnished with stationery and other requisites, too many of the pupils, having neglected to purchase, were without copy-books on the days of examination.

*Writing from Dictation.*—I cannot report favourably of the proficiency exhibited in this exercise. The number of those who were "able to write with ease and correctness," was much smaller than might reasonably be expected.

*Grammar.*—This subject has not been successfully taught. Little value appears to be placed on it by the pupils, and neither to the study nor to the teaching of it do the teachers appear to attach sufficient importance.

*Geography.*—The state of proficiency in geography was only a shade better than that exhibited in grammar.

*Needlework.*—In forty schools, 469 girls were examined in needlework. Of these 367 could sew neatly; and, included in the latter number, 167 could knit a stocking, and sixty-seven could cut out.

*Ecclesiastical Branches.*—Singing taught in five schools; number learning, 323; only two singing classes examined. In one of these the state of proficiency was fairly satisfactory. The other class, which, however, was examined under unfavourable circumstances, exhibited no merit in its answering on the theory of the subject.

Drawing not taught in any National school in the district.

Agriculture taught in one school.

	Schools.	Number learning.	General proficiency.
Mensuration, . . . .	6	11	} I have no materials for forming an opinion as to the state of proficiency in any of these branches.
Geometry, . . . .	13	27	
Algebra, . . . .	12	22	
Book-keeping, . . . .	4	6	

Condition  
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*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

I can hardly be expected to be in a position to record a very decided judgment on the condition and prospects of education in a district of which I have been only a few months in charge. The facts set forth in the proficiency table speak for themselves, and embody nearly all I can confidently state on the first part of the question. As bearing however on both parts of the question, there is one circumstance which struck me very forcibly, and which appears to merit a few observations. I allude to the spirit of clannishness, which seems to prevail in this portion of the country to the extent of loading the inhabitants of each parish to regard as parochial property the situations that become vacant in the National schools of the parish. An assistant is wanted in a certain National school. The manager admits among some four or five of his own young parishioners to compete for the vacant post, a girl from an adjoining parish. She proves superior to the others in examination by the Inspector, and is appointed to the situation. The fathers of the unsuccessful candidates, accompanied by a number of their friends, call in a body on the manager, their own clergyman, and threaten to pull down the school-house if the "stranger" should be employed in it. Two of the few situations—assistantships—that became vacant during my short stay in the district had to remain unfilled, because the parishioners who had been put forward as candidates happened to be incompetent. There seemed to be no thought of seeking for a teacher among the paid monitors of the district, or even among the better instructed of the

senior pupils in schools outlying the parish in which the vacancies exist. I have even known the life of a very efficient teacher who conducts a National school in another district, but in a portion of it closely bordering on this, to be threatened, because he had dared to come from a not very remote part of the country and accept charge of the school to the exclusion of an incompetent native of the immediate neighbourhood. I have reason to apprehend that this exclusive spirit is here both deep-seated and wide-spread, and that, although opposed by some of the managers, it influences not a little the selection of teachers for the schools of the district. The direct tendency of this is to limit the new appointments to young persons who are barely able to qualify in the very low programme of study prescribed for probationary teachers.

The causes of the abuse may be various, but among them must be reckoned the character of that programme and the smallness of the salaries enjoyed by teachers of the inferior grades. The latter furnishes a plausible excuse for restricting the area of selection to the immediate neighbourhood of the school; the pay attached to some of those grades being insufficient for the support of a young man or woman not residing under the paternal roof. The former encourages the abuse—no ordinary fourth class pupil need fear an examination in the probationary teacher's course—and it aggravates the effect of it by admitting to the service young persons whose deficiency in professional skill is in no degree compensated for by scholastic acquirements.

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Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 24, Bailieborough; Mr. Simpson. — *Reading* (including oral spelling and explanation).—In some of the best schools reading has considerably improved. In the majority of the remainder, although rough and inartistic, yet, making allowance for local mispronunciation, &c. it may be pronounced fairly intelligible and intelligent.

*Proficiency of Pupils found in attendance at inspections made during the year.*

Oral spelling is yearly more satisfactorily attended to, and the subject matters more fully comprehended.

*Arithmetic*.—More carefully taught. Following the course pursued by Mr. Fitzgerald, Head Inspector, I have for the last two years examined much more closely on the elementary rules than I have been accustomed to do, and have found marked improvement in the branch generally.

*Pennmanship*.—Improved in all the schools; markedly so in very many.

The success attained in some schools, under the guidance of Mr. Foster's admirable copies—admirable, where judiciously selected—is a plain proof of the standard which may be arrived at by careful teaching in every school in the country.

*Writing from Dictation*.—Third and fourth classes in all the schools write from dictation, and nearly all of the Second Book pupils transcribe.

Improvement is recognizable in the former, especially in the style. The latter exercise is, in its way, one of the most important introduced on the programme, not only in giving so much exercise in writing, but in affording interesting and useful occupation for time, which in many instances was wasted over sums which the little ones would not work, or in "preparing lessons"—another term for simple idleness.

*Grammar*.—Fairly taught as far as the rudiments are considered. There are, however, few pupils in the rural schools who can be considered as proficient in parsing.

*Appendix D.*  
**Proficiency of Pupils found in attendance at inspections made during the year.**

*Geography.*—In very few of the schools is geography taught as it might be. Even from the maps, without the use of text-books, more every-day geography might be taught.

*Needlework.*—The teaching of this branch is still on the increase; but it does not receive by any means the amount of attention which its importance demands.

*Extra Branches.*—*Singing*, taught in 7 schools; number learning, 405; general proficiency, very fair.

*Drawing*, taught in 3 schools; number learning, 130; general proficiency, satisfactory.

*Agriculture*, taught in 5 schools; number learning, 142; general proficiency, fair—very good in the model school.

The Agricultural Class Book is taught with fair success in 1 school; and without any marked effect, as yet, in 6 schools.

Nomenclature, . . . . .	} In the model school only is there a regular class in these branches, numbering at present 46 pupils well taught. In 12 other schools occasional pupils are found learning one or more of the first four branches, generally to a limited extent only; and in the former alone is Physical Science taught.
Arithmetic, . . . . .	
Algebra, . . . . .	
Book-keeping, . . . . .	
Trigonometry, . . . . .	
Reasoning, . . . . .	
Physical and Applied Science, . . . . .	

**Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.**

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

The schools may be, with six exceptions, reckoned rural, and the teachers depend for their incomes very much on the Board's salary, there being few instances of endowment, and very little to be obtained in the way of school-fees.

The teachers are not adequately provided for in the present, nor have they generally any resources in case of sickness or old age.

There is arising here a difficulty in procuring young men to fill an office such as country schoolmaster, most of those who might be looked to for the purpose, preferring to serve as artisans or shop helps, and consequently there is but little margin for selection.

Again, there are many very deserving old teachers who have given their prime to the public service, but who are now, in the course of nature, becoming less efficient. If a reasonable pension were provided for such, and a higher inducement offered to entering the service, the gratitude of those retiring would be secured, and the ranks should be recruited by the young men who are now drifting off to other services, or emigrating. If these points were once conceded, a change in the classification of teachers would be beneficial.

**Proficiency of Pupils found in attendance at inspections made during the year.**

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 25, Drogheda; Mr. McCreanor.—*Reading* (including oral spelling and explanation).—In my annual reports for the last four years I have carefully described the state of proficiency in the schools of this district. I have pointed out the leading defects under the several heads of class business, and have explained what I considered the chief causes of these defects. In these reports also, particularly in my report for 1868, I suggested remedies for these defects—such remedies as I have explained and exemplified in the schools of my district for many years past.

I intend to furnish my observations for the present year on the pro-



iciency of the pupils examined, in a tabulated form, by giving the comparative values of the answering for the years 1867, 1868, 1869, and 1870.

## READING, &amp;c.

*Appendix D.*  
Proficiency  
of Pupils  
found in  
attendance  
at inspec-  
tions made  
during the  
year.

	Males.	Females.	Total.
Number examined in Reading, . . . . .	1867, 2,367 1868, 2,763 1869, 2,401 1870, 2,742	2,771 2,917 3,047 3,140	5,138 5,680 5,448 5,882
Number able to read First Book cor- rectly, . . . . .	1867, 539 1868, 714 1869, 710 1870, 801	639 721 820 802	1,228 1,435 1,530 1,603
Number able to read Second Book cor- rectly, . . . . .	1867, 379 1868, 406 1869, 340 1870, 421	456 482 400 487	835 888 740 908
Number able to read Third Book or higher correctly, . . . . .	1867, 86 1868, 117 1869, 100 1870, 109	103 100 130 187	189 217 230 368
Per-centage of No. examined able to read First Book correctly, . . . . .	1867, - 1868, - 1869, - 1870, -	- - - -	23. 25.2 28. 31.4
Per-centage of No. examined able to read Second Book correctly, . . . . .	1867, - 1868, - 1869, - 1870, -	- - - -	15.5 15.6 13.5 15.2
Per-centage of No. examined able to read Third Book or higher correctly, . . . . .	1867, - 1868, - 1869, - 1870, -	- - - -	3.5 3.9 4.2 6.2

*Arithmetic.*—Comparative table referred to under the head of read-  
ing, &c. :—

	Males.	Females.	Total.
Number examined in Arithmetic, . . . . .	1867, 1,053 1868, 1,042 1869, 1,618 1870, 1,766	1,703 1,900 1,879 1,756	3,356 3,742 3,497 3,522
Number able to set down seven places correctly, . . . . .	1867, 541 1868, 088 1869, 804 1870, 767	504 481 551 646	1,045 1,147 1,355 1,413
Number able to work Subtraction, . . . . .	1867, 1,111 1868, 1,156 1869, 1,045 1870, 1,193	1,047 1,136 1,116 1,236	2,158 2,292 2,161 2,429
Number able to work Division of Money, . . . . .	1867, 300 1868, 450 1869, 342 1870, 408	300 340 271 292	600 790 613 700
Number able to work questions in Pro- portion or Practice, . . . . .	1867, 106 1868, 138 1869, 113 1870, 171	50 58 71 87	156 189 184 258
Per-centage of No. examined able to set seven places correctly, . . . . .	1867, - 1868, - 1869, - 1870, -	- - - -	31.1 30.6 32.4 40.1
Per-centage of No. examined able to work Subtraction, . . . . .	1867, - 1868, - 1869, - 1870, -	- - - -	64.3 61.2 61.3 69.
Per-centage of No. examined able to work Division of Money, . . . . .	1867, - 1868, - 1869, - 1870, -	- - - -	20.5 21.1 17.5 19.8
Per-centage of No. examined able to work Proportion or Practice, . . . . .	1867, - 1868, - 1869, - 1870, -	- - - -	4.6 5. 5.2 7.8

*Appendix D. Penmanship.*—See remarks under the head of reading, &c. respecting the following table:—

Proficiency of Pupils found in attendance at inspections made during the year.		Males.	Females.	Total.
Total number examined in Writing,	<div> <div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div> </div>	<div>2,653</div> <div>1,490</div> <div>1,340</div> <div>1,537</div>	<div>1,199</div> <div>1,424</div> <div>1,400</div> <div>1,632</div>	<div>3,852</div> <div>2,914</div> <div>2,740</div> <div>3,169</div>
Total number able to write on paper fairly,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>398</div> <div>371</div> <div>460</div> <div>508</div>	<div>459</div> <div>515</div> <div>510</div> <div>591</div>	<div>857</div> <div>1,086</div> <div>979</div> <div>1,189</div>
Total number able to write on paper with ease and freedom,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>84</div> <div>127</div> <div>107</div> <div>105</div>	<div>83</div> <div>78</div> <div>97</div> <div>54</div>	<div>167</div> <div>205</div> <div>204</div> <div>159</div>
Per-centage of No. examined able to write fairly,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>26.5</div> <div>37.2</div> <div>35.7</div> <div>37.5</div>
Per-centage of No. examined able to write with ease and freedom,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>5.4</div> <div>7.1</div> <div>7.4</div> <div>5.5</div>

*Writing from Dictation.*—See remarks under the head of reading, &c. respecting the following table:—

		Males.	Females.	Total.
Number examined in Dictation,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>942</div> <div>1,302</div> <div>949</div> <div>790</div>	<div>1,024</div> <div>1,327</div> <div>1,037</div> <div>829</div>	<div>1,966</div> <div>2,629</div> <div>1,987</div> <div>1,619</div>
Number able to write a sentence with tolerable accuracy,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>338</div> <div>308</div> <div>350</div> <div>378</div>	<div>353</div> <div>354</div> <div>370</div> <div>302</div>	<div>691</div> <div>662</div> <div>720</div> <div>680</div>
Number able to write a sentence with ease and correctness,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>91</div> <div>114</div> <div>95</div> <div>89</div>	<div>81</div> <div>76</div> <div>89</div> <div>63</div>	<div>172</div> <div>190</div> <div>175</div> <div>152</div>
Per-centage of No. examined able to write a sentence with tolerable accuracy,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>35.1</div> <div>35.2</div> <div>36.7</div> <div>37.5</div>
Per-centage of No. examined able to write a sentence with ease and correctness,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>8.7</div> <div>7.2</div> <div>9.3</div> <div>8.5</div>

*Grammar.*—See remarks under the head of reading, &c. respecting the following table:—

		Males.	Females.	Total.
Number examined in Grammar,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>1,704</div> <div>1,446</div> <div>1,295</div> <div>1,561</div>	<div>1,459</div> <div>1,554</div> <div>1,456</div> <div>1,428</div>	<div>3,163</div> <div>2,999</div> <div>2,751</div> <div>3,089</div>
Number acquainted with Parts of Speech only,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>394</div> <div>306</div> <div>328</div> <div>373</div>	<div>404</div> <div>310</div> <div>367</div> <div>403</div>	<div>798</div> <div>616</div> <div>695</div> <div>776</div>
Number able to parse syntactically,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>96</div> <div>112</div> <div>90</div> <div>96</div>	<div>90</div> <div>96</div> <div>90</div> <div>75</div>	<div>186</div> <div>208</div> <div>180</div> <div>171</div>
Per-centage of No. examined acquainted with Parts of Speech only,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>25.4</div> <div>29.2</div> <div>32.2</div> <div>34.2</div>
Per-centage of No. examined able to parse syntactically,	<div>1867,</div> <div>1868,</div> <div>1869,</div> <div>1870,</div>	<div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>—</div> <div>—</div> <div>—</div> <div>—</div>	<div>5.9</div> <div>6.3</div> <div>6.3</div> <div>4.4</div>

*Geography.*—See remarks under the head of reading, &c. respecting *Appendix D.* the following table—

	Males.	Females.	Total.	Proficiency of Pupils found in attendance at inspections made during the year.
Number examined in Geography, . . . . .	1867, 2,083 1868, 2,416 1869, 1,396 1870, 1,614	2,134 2,425 1,576 1,666	4,143 4,841 2,972 3,280	
Number acquainted with outlines of Map of World only, . . . . .	1867, 287 1868, 323 1869, 296 1870, 334	311 376 300 314	598 699 596 648	
Number acquainted with Maps of Europe and Ireland, . . . . .	1867, 86 1868, 114 1869, 90 1870, 94	91 77 92 79	177 191 182 173	
Number acquainted with general course of Geography, . . . . .	1867, 3 1868, 3 1869, - 1870, -	5 2 - 1	8 5 - 1	
Per-centage of No. examined acquainted with outlines of Map of World only, . . . . .	1867, - 1868, - 1869, - 1870, -	- - - -	14.4 12.4 20. 20.	
Per-centage of No. examined acquainted with Maps of Europe and Ireland, . . . . .	1867, - 1868, - 1869, - 1870, -	- - - -	4.2 4. 6.1 5.3	
Per-centage of No. examined acquainted with general course of Geography, . . . . .	1867, - 1868, - 1869, - 1870, -	- - - -	1. 1. -1 -0.3	

The lesson at page 21 of the Second Book should be more carefully taught, and the pupils should be made acquainted with the eight points of the compass, which are represented by the four sides and four corners of a map. This should be explained by showing a map both in a horizontal and vertical position.

*Needlework.*—During the year 1870 improvement has taken place in this district, both in the quantity and quality of the plain useful needlework done in the schools. I found a few of the schools this year better supplied with materials for needlework than formerly.

*Extra Branches.*—Singing taught in 13 schools; number learning, 400; general proficiency good in three, poor or very poor in the others. Drawing taught in 4 schools; number learning, 60; general proficiency middling, or poor. Agriculture taught in 10 schools; number learning, 70; general proficiency, very poor.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . . .	19	40	Middling.
Geometry, . . . . .	14	24	Middling.
Algebra, . . . . .	13	16	Middling.
Book-keeping, . . . . .	10	28	Middling.
Trigonometry, . . . . .	1	2	Fair.
Navigation, . . . . .	1	2	Fair.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

The management of the schools is very defective in vigilance and efficiency as to the progress and proficiency of the pupils in secular business.

The inspections are too numerous and too hurried. If they were less frequent, say once or twice a year, there would be sufficient time for teachers to show a fair amount of progress and proficiency in their schools, which should be insisted on according to some well considered scale.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools

## Appendix D

If they were less hurried, that is, if the Inspector could devote a whole day to every school of 50 or more pupils, he could make his visit *practically useful* to both teacher and pupils, and might induce managers and parents of pupils to attend the examinations to an extent which is now impracticable. This course would enable Inspectors also to make *really useful* incidental visits frequently.

The more an Inspector is incumbered with returns, details, and report writing, the less useful will be his inspections.

Proficiency  
of Pupils  
found in  
attendance  
at inspec-  
tions made  
during the  
year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 27, Roscommon; Mr. Connellan.—*Reading* (including oral spelling and explanation).—The following tables exhibit the proficiency in reading, the most important subject of the school course.

	Class			
	First.	Second.	Third and Fourth.	Total.
Number examined, . . .	2,077	1,448	850	4,375
Per-centage of total examined, .	47.5	33.1	19.4	100
Able to read First Book, .	510	791	—	1,241
" " Second Book, .	—	717	185	902
" " Third Book, .	—	—	605	605
Per-centage of No. examined who were able to read First Book, .			28.4	
" " " Second Book, .			20.6	
" " " Third Book, .			15.2	
	Total.			642

Total excluding those under 7 years, . . . . .	805
Per-centage of those examined over 10 years of age, who could read Third Book, . . . . .	84.8

It appears from these tables that the classification is low, that the proficiency according to this classification is fair, and that the proficiency judged by ages is unsatisfactory.

It also appears that more than half the second class pupils were unable to read Second Book. The pernicious custom of allowing the children to remain in the early lessons of the book until they can almost repeat them from memory, accounts for this to a great extent. Of course I could not return as able to read Second Book, children who had never read more than 50 or 60 pages of it.

I believe the proportion of children in first class is unnecessarily large, as I have frequently found enrolled in this class children who had read 50 or 60 pages of Second Book.

*Oral Spelling.*—Not carefully taught. I have advised the teachers to require the junior classes to spell each reading lesson, sentence by sentence, before proceeding to a new lesson.

*Explanation.*—I fear this subject receives but little attention. No branch of the school course affords better opportunity for the exercise of tact and skill ; in none is the absence of these qualities productive of more injurious effects ; and in none is it more difficult for an Inspector to effect improvement. He can, by lessons and suggestions, give valuable assistance in the teaching of arithmetic for example. Even should he not succeed in introducing a better method of teaching the whole subject, at least the teaching of the particular rule he takes in hands will be improved by his efforts. The same is the case with all subjects which consist of independent parts (each valuable for its own sake) harmonized into a science, or which are arts to be acquired by the application of certain rules. But explanation does not belong to either

of these classes. Success in this important part of a teacher's duty will depend upon his habits of thought, his course of reading, his power and desire to understand what he reads, and above all upon the degree of his anxiety that his pupils should become wiser as they grow older; and these conditions depend respectively upon his early instruction, his professional training, his natural gifts, and his conscientiousness. Now these are exactly the points on which an Inspector can do least to assist the teacher. I am persuaded, however, that at the annual examinations something could be done to secure greater attention to this subject. I would respectfully suggest that at the oral examination every teacher be required to teach a reading lesson, to be selected by the examiners, and that marks commensurate with the importance of this part of a teacher's qualifications be attached to it.

#### Arithmetic :—

Of those examined,	33.9	per cent.	could write millions.
"	43.8	"	work subtraction.
"	19.5	"	compound division.
"	8.6	"	proportion or practice.

Although a great deal of time is devoted to this subject, the results, as shown in this table, are only middling.

I do not forget, and I desire it should not be forgotten, that children often fail to do justice to their teachers when examined for the first time by a strange Inspector. This may have been one of the causes of the failure of some pupils at the examinations conducted by me during the past year.

#### Penmanship :—

Of those examined,	30.1	per cent.	could write fairly.
"	10.9	"	with ease and freedom.
	44.0		

To my mind this is not satisfactory. The cause of failure is manifestly want of supervision.

I do not think it is calculated to promote good writing to have so many styles of head-lines sanctioned by the Commissioners. Uniformity of style is one of the surest signs that *writing is carefully taught* in a school.

#### Writing from Dictation :—

Of those examined,	27.3	per cent.	could write a sentence with tolerable accuracy.
"	21.6	"	with ease and correctness.

This subject receives a fair share of attention, and the results are not unsatisfactory.

#### Grammar :—

Of those examined,	9.1	per cent.	were acquainted with parts of speech.
"	4.8	"	able to parse.

Total, . 13.4

If second class pupils be excluded (as I think they should) from the calculation, the above per-centages would be respectively 24.9 and 12, total, 36.9; that is, little more than one-third of third and fourth class pupils are even acquainted with parts of speech. This must be considered unsatisfactory.

#### Geography :—

Of those examined,	12.6	per cent.	were acquainted with Map of the World.
"	7.8	"	Europe and Ireland.
"	0.7	"	general course of geography.

Total, . 21.1

By excluding junior drafts of second class, these per-centages would be respectively :—

13.4
11.6
1.1

Total, . 31.7

Appendix D.  
Proficiency of Pupils found in attendance at inspections made during the year.

*Appendix D.* That is, more than two-thirds of all who might be reasonably expected to exhibit fair proficiency in geography are unacquainted with even the outlines of Map of the World.

Proficiency of Pupils found in attendance at inspections made during the year.

This is certainly most unsatisfactory.

*Needlework.*—This subject receives a fair share of attention, and the results are tolerably satisfactory.

*Extra Branches.*—Singing taught in 3 schools; number learning, 200; general proficiency, fair in the Courvent school; in the remaining two, very indifferent. Drawing taught in 1 school; number learning, 14; general proficiency, middling. Agriculture is taught in 6 schools; number learning, 123.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	7	13	} Except in two schools the teaching of these subjects is merely nominal.
Geometry, . . . .	16	32	
Algebra, . . . .	9	15	
Book-keeping, . . . .	4	8	
Trigonometry, . . . .	1	1	Very fair.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

As my acquaintance with the district commenced only in May last, I am not in a position to offer any observations upon its peculiar circumstances. The tables given in this report show but too clearly that the efficiency of the schools leaves yet much to be desired. When I consider the classification of the teachers, I am at no loss to account, at least to my own satisfaction, for the unsatisfactory classification and proficiency of the pupils. There are in the entire district only 5 first class teachers (none first division of first class), and only 7 in first division of second class.

Over 30 of the schools receive more or less encouragement from the local landed proprietors. Some of these schools, and all the others (with one exception), are under the management of Roman Catholic clergymen. There is only one school (Strokestown, mixed) with which a Protestant clergyman is in any way connected.

Since I took charge of this district I have met with more cases of deliberate falsification of accounts than had come under my observation during the previous six years in Donegal and Cork.

Proficiency of Pupils found in attendance at inspections made during the year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 28, Longford; Mr. Bradford.—*Reading* (including oral spelling and explanation).—Reading in many cases is fairly learned, but in a large number of the schools the stops are so unattended to that the reading sounds most curiously. The last words of a sentence or paragraph are often spoken so low and indistinctly, that a hearer who is not familiar with the passage cannot understand what the pupil says. Many of the teachers have no book in their hands to check the reading, and allow mistakes to pass unnoticed. They never have a lesson book, grammar, geography, or arithmetic of their own to consult, but have to take one out of some pupil's hand. A great hindrance to progress in this branch, which I noticed in my last report, still continues to operate, that is, the practice of handing books from scholar to scholar up and down the class, as in general every second or third child has not the lesson in his book, the leaves fall out so quickly.

Oral spelling is attended to, as the parents think so much of it.

Explanation not so well. It requires more time than the teachers often have, and information on general subjects which their want of access to literature prevents them of acquiring. They have little means of buying such works. There is not any book shop in this district.

*Arithmetic.*—The results of examination in addition (of three figures and three lines) for first class, and subtraction (of six figures from seven) for second class, are not satisfactory. The second and third classes are not sufficiently good in notation. The third class is generally backward in proportion, but the fourth class is good in practice. Very few pupils know fractions or decimals well; mental arithmetic is not satisfactorily learned in general. The third and fourth classes answer well in tables. Copying and prompting are practised in too many of the schools, to the great injury of the pupils both in the acquisition of arithmetic and the formation of their future character. Figures are badly made; the teachers do not sufficiently attend to this point, indeed many of them cannot make figures of the proper size or shape. Long division and practice sums are so generally worked with the figures placed in wrong positions, that it is very fatiguing to the eyes to examine them. From old habit there still prevails a method of working long division by crowding all the figures into the fourth of the proper space. This practice must have been originally caused by the use of bits of slates and scraps of paper, when both slates and paper were very dear. The habit survives, when both can be had now at a nominal price. Teaching arithmetic is not made sufficiently practical; very frequently a scholar can write five or six places of notation correctly, but cannot find out the page of his reading lesson when announced by the examiner, say page 76 in Second, or 161 in Third Book; an older member of the class or the teacher has to show the page.

*Pennmanship.*—This branch is more successfully taught than formerly, as the teachers direct more of their attention to it, and the supply of paper, pens, and ink better than of old. But many of the teachers write a bad hand. There is too little time for supervision in schools having no monitor or assistant teacher. The seats are often inconvenient and the desks slope too much and are too narrow. All these are great impediments to success. Perhaps it would be a great stimulus to improvement in this branch if it were formally and officially announced that after a certain date no persons would be classed as teachers who did not write a decidedly good legible hand.

*Writing from Dictation* is fairly taught in general, and in cases with excellent effect. It is not valued by the parents, who far prefer oral spelling. Next to reading, writing, and arithmetic, this is the most useful branch, and ought to receive great attention, as it improves the mind in so many ways beyond that of mere spelling. Many of the teachers confine their supervision to spelling alone. In particular they neglect to show how to divide words which cannot be fully written at the end of a line. Often this branch is taught in too mechanical a way, and not sufficiently applied to common purposes. In many schools the third class are able to write a slateful of dictation very fairly, but are unable to take down a lengthened question in proportion. Something in the same way as those who can write notation correctly, but cannot find out a page in a lesson book.

*Grammar.*—The third class generally can distinguish the parts of speech, and in many schools the fourth class can parse a simple sentence pretty well. But this is a branch which is known and felt by the parents to be of little use to children who have to earn their support in the

*Appendix D.*  
Proficiency of Pupils found in attendance at inspections made during the year.

*Appendix D.*

Proficiency of Pupils found in attendance at inspections made during the year.

country, and they grudge the time necessary for its acquirement. They perceive the advantage of reading, writing, spelling and arithmetic, and in those days of emigration they place some value on geography, but they cannot see much advantage in learning grammar. Many of the teachers speak ungrammatically, and set a bad example, which the children are too ready to follow. The teachers' letters too are often bad specimens of composition.

Geography seems to be liked by the pupils who are ready enough to point out places on the maps. But the dampness of the walls in this weeping climate affects the maps greatly, and the supply of them is not sufficient, as the free stock is small or worn out, and no person will assist the teacher to buy others. Many of the teachers do not sufficiently dwell on the maps prescribed in the programme for each class. They confine the lesson too much to rote work to the neglect of intelligent explanation. Reference to the map is strangely neglected when geographical names occur in the reading lessons. A further reduction in the price of the maps would be a great inducement to the schools providing a more sufficient supply of those necessary articles.

Needlework is now regularly taught in all the female schools, and in the mixed schools having a female teacher, principal or assistant. The importance attached to this branch at the Inspector's visit, and at the examination of female teachers every year, has been the principal cause of this progress. But the managers do not encourage the learning of this branch, and the parents generally think it loss of time. Materials for work are scarce; they must be provided by the teachers, as dresses are not sent to the schools for being made, so that much progress in acquiring a knowledge of really useful work cannot be expected. However it is not too much to say that there is an improvement already perceptible.

*Extra Branches*—Singing, taught in 11 schools; number learning, 519; general proficiency, fair. Drawing taught in 2 schools; number learning, 68; general proficiency, tolerable. Agriculture taught in 2 schools; number learning, 100; general proficiency, very fair.

The Agricultural Class Book is taught with fair success in 11 schools, and without any marked effect as yet in 56 schools.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	18	163	Tolerable.
Geometry, . . . .	11	87	Middling.
Algebra, . . . .	9	65	Middling.
Book-keeping, . . . .	14	111	Tolerable.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

No school has been added in this year. There is not room for many more. No school has been certainly closed.

The schools in general are in a fair state as regards the numbers in attendance and the progress of the children. But the school-rooms and the furniture and apparatus are susceptible of much improvement. An advance in this respect seems likely as there appears a tendency to build houses with the Commissioners' aid. One house (to contain two schools) is nearly built. Three houses (to contain five schools) are about to be built. Others may follow.

The teachers, having found that their fancy of an immediate large increase of salary was unfounded have become very disheartened, and are in a state of much discontent and despondency. This feeling is not



calculated to make the service popular or induce desirable young persons to prepare for it.

Many suggestions may be offered for increasing the efficiency of the schools, but the following appear to be of a practical nature, as they are not calculated to call for a considerable increase of grant from Parliament.

If a larger salary were offered to monitors, and a longer period of service allowed them, a better class of young boys would be drawn into the Board's service.

A free stock of maps and some other apparatus might be granted every five years. The teachers are too poor to be expected to buy them, and the managers and parents will not subscribe to help them.

Sale stock parcels ordered by teachers who live near a railway and far from the Inspector's depot, might be sent free to the station next the school. Some teachers find it less expensive to pay for the carriage from Dublin, than to send a long distance to the Inspector.

The forwarding agent and others might use some means to have the parcels sent down more quickly. Several teachers from time to time assert that an interval of many weeks occurs between the day of posting of the order for requisites and that of their reaching the depot. This delay, added to the time they must take to receive the price of the books, &c., from the pupils, keeps the teachers out of their money a period too long for so poor a class of persons. It also prevents them from keeping a large supply on hands for future sale.

The lesson books might be bound so as to keep together a reasonable time. At present in many of the schools one-fourth of a class want to exchange books when called on to read, as the page of the lesson has fallen out so soon after the book was bought, and the parents will not buy a second copy while the child is in the same class. They say that they should not be put to useless expense; the book ought to last a proper time. Formerly this fault did not prevail, as may be seen in the copies of the old lesson books remaining in the presses. Their covers are off and the outer leaves gone, but the middle of the book is perfect. This too rapid consumption of the books must be a source of increased expense to the Commissioners, as they lose on every copy sold.

Instead of good service pay, which so few in a district can be recommended for, it might be well to give an increase of salary generally to all teachers consequent on lengthened service, if their schools are satisfactorily conducted.

There might be fewer annual examinations necessary for promotion, so that a smaller number of years would be required for a deserving person to earn a sufficient salary.

The programme for probationers might be suppressed, and so a disputatious manager would be deprived of a pretext for the appointment of a person who will probably have to be dismissed at the next annual examination, after receiving salary and holding school for several months.

Would it not be well to withdraw the premiums granted half yearly to Poor Law Union schools, particularly now that the Commissioners have no funds for giving premiums to their own teachers for order and cleanliness? Surely the money would be better laid out on poor National teachers who have been at expense they could ill afford for whitewashing and repairing their school-houses. The Poor Law Guardians are well able to pay their own teachers if they choose.

Some of these changes could be effected without any expense to the Board, others would not cost much, and the better binding of the lesson books would be a source of saving. But the great means of increasing

*Appendix D.*  
Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*Appendix D.* the efficiency of the schools is to raise the salary of the teachers, so that fully suitable persons would prepare for the post, and when they obtained it show by their diligence and mode of work that they placed a proper value on their position. At present such a class of persons cannot be induced to enter the Board's service in any considerable number.

*Proficiency of Pupils found in attendance at inspections made during the year.* *General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 29, Trim; Mr. Conwell.—*Reading* (including oral spelling and explanation).—For the form of Secondary No. 1 Report, I examined in 1869, in reading, 4,307 pupils, and in 1870, with a similar object, 4,397 pupils, including boys and girls.

Out of the total examined in each year respectively—

In 1869, 21·4	per cent.	were able to read First Book correctly.
In 1870, 22·2	"	"
In 1869, 29·9	"	" Second Book of Lessons,
In 1870, 26·4	"	"
In 1869, 29·4	"	" Third and higher Books.
In 1870, 26·8	"	"

These statistics show a falling off in the general proficiency in this subject.

*Arithmetic.*—In 1869 the numbers examined in arithmetic were 2,908, and in 1870 only 2,591 pupils.

Of the entire numbers examined in each year—

In 1869, 48·0	per cent.	knew notation up to seven places of digits.
In 1870, 40·5	"	"
In 1869, 45·2	"	were able to work simple subtraction.
In 1870, 42·7	"	"
In 1869, 30·	"	knew compound rules and reduction.
In 1870, 28·9	"	"
In 1869, 8·	"	knew simple proportion and practice.
In 1870, 10·2	"	"

Comparing the results of the answering in arithmetic for an entire circuit of inspection throughout the district, for each of the past two years, the per-centage of pupils acquainted with proportion and practice in 1870 is higher than in 1869; but in each of the more elementary stages, the per-centage exhibits lower proficiency in 1870 than in 1869.

*Pennmanship.*—During similar circuits of inspection in 1869 and 1870, the results of my examination of the writing of the pupils, throughout the district, have been—

In 1869, 68·4	per cent.	of all examined were able to write on paper fairly.
In 1870, 71·4	"	"
In 1869, 16·3	"	were able to write a good hand with ease and freedom.
In 1870, 15·2	"	"

These results for the entire district show a slight falling off in the past year in the writing of the senior classes, and an improvement in the writing of the junior classes.

*Writing from Dictation.*—In 1869 I kept a record of the results of the examination of 1,337 pupils in writing from dictation, while in 1870 the number examined in similar classes amounted only to 1,188 pupils.

In 1869, 55·6	per cent.	were able to write down a sentence with tolerable accuracy.
In 1870, 58·6	"	"
In 1869, 27·2	"	could write from dictation correctly.
In 1870, 29·2	"	"

These results are satisfactory evidence of the general improvement of the pupils throughout the district in practical spelling.

*Grammar.*—Out of all examined in grammar—

In 1869, 31·2 per cent.	were able to distinguish the parts of speech.
In 1870, 29·4	"
In 1869, 7·3	" " apply the rules of syntax.
In 1870, 8·5	" " " "

*Appendix D.*  
Proficiency of Pupils found in attendance at inspections made during the year.

These results show a slight falling off for the past year in an elementary knowledge of grammar; and, on the other hand, an improvement in the more difficult range of study of that subject.

*Geography.*—Of those examined in geography—

In 1869, 31·1 per cent.	knew the outlines of the Map of the World.
In 1870, 31·7	"
In 1869, 21·7	" " Maps of Europe and Ireland.
In 1870, 27·5	"
In 1869, 2·4	" a general course of geography.
In 1870, 1·2	" " " "

While this shows a falling off for the past years in the numbers fully acquainted with a general course of geography, it at the same time exhibits an improved knowledge throughout the district in elementary and local geography.

*Needlework.*—Of the numbers examined in needlework—

In 1869, 48·5 per cent.	were able to sew neatly.
In 1870, 35·9	"
In 1869, 19·	" " knit a stocking.
In 1870, 21·9	"
In 1869, 20·9	" " proficient in cutting out.
In 1870, 14·8	" " " "

Although these returns appear to show a falling off in some respects in needlework during 1870, yet I have reason to know that this branch is carefully attended to.

*Extra Branches.*—Singing taught in 17 schools; number learning, 588; general proficiency, fair.

Drawing taught in 10 schools; number learning, 261; General proficiency, fair.

Agriculture Class Book taught in 64 schools; number learning, 614; general proficiency, fair. One of these (Woodpole, M.) is a model agricultural school.

	Schools.	Number learning.	General proficiency.
Mensuration, . . . .	27	86	Fair.
Geometry, . . . .	23	63	Fair.
Algebra, . . . .	15	46	Tolerable.
Book-keeping, . . . .	29	90	Fair.
Physical and Applied Science, )		68	Satisfactory.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

Without increasing the comforts of the teachers, and additional local exertions in most places being brought into requisition to meet their ordinary personal wants and conveniences, I think it is impossible to increase the efficiency of the schools. There are several cases in this district where the teachers cannot get comfortable lodgings in the neighbourhood of their schools, and from this cause, there are cases where teachers are obliged to walk long and fatiguing journeys to and from the schools of their daily labour. A case in point, which occurred in this district during the past year, will sufficiently show the hardship and inconvenience which some teachers, with low incomes, are exposed to.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*Appendix D.*

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

A late teacher in the Kiltale Boys' National Schools having failed to procure ordinary suitable lodgings in the neighbourhood, took up his residence in the nearest town, Trim, from which he walked every morning to the school, a distance of six statute miles, and returned the same distance every evening. This continued for seven months, and they were for the most part winter months—and at length had such a depressing effect upon the teacher that he resigned his office on 31st March last. The school remained without a teacher from that date until 14th November, when a trained schoolmaster, for whom some poor miserable lodgings, I have been told, were provided, reopened the school; and after one week's heartless work lost his reason, and has been ever since unfit for any responsible occupation, the school remaining up to this date without a teacher.

Indeed, in a great many instances, so few inducements are there for young men to aspire to the office of teachers, that there has been a tendency on the part of the managers here, for some years past, to place schools where boys and girls are taught together in charge of female teachers. This has in most cases occurred where the attendance of boys and girls in separate departments was low; but the practice has so far extended in this district that out of the 118 National schools embraced in it, and without reckoning the two Convent schools in Navan, and the three infants' schools at Athboy, Kells, and Trim, there are at present fourteen of the ordinary mixed schools of the district in charge of female teachers, viz.: Bahrath, Batorstown, Carnisle, Cloran, Dillon's Bridge, Dunshaughlin Poor Law Union, Fletcherstown, Kells Poor Law Union, Killyon, Lougherew, Oldcastle Poor Law Union, Rathcarn, Rathfeigh, and Rosmead.

To secure greater efficiency in the schools, I believe one thing is absolutely necessary, namely, the creation of a sound local interest in the successful carrying on of the schools, by providing in some due degree for the personal wants and comforts of the teachers—and this, I conceive, can only be accomplished by a system of local taxation, under the authority of a parliamentary enactment, providing at the public expense increased incomes and suitable residences for those who exercise the onerous office of training the future population of Ireland.

This, I consider, should be the first step taken to improve the quality of the education given in the National schools, namely, to increase the comforts, and thus raise the status of the teachers themselves.

Proficiency of Pupils found in attendance at inspections made during the year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 30, Dublin, North; Mr. Sheehy.—*Reading*, (including oral spelling and explanation).—Reading is taught with a fair share of success in the schools of my district. Sufficient pains, however, are not taken with it in its first stages by many of the teachers, and hence it is that the reading of the lower classes is not, for their grade, as good as that of the higher. In those schools where this branch is carefully taught from the beginning, the lower classes read relatively as well as the higher, so that good reading, in the case of the first and second classes, implies good reading in the other classes, but good reading in the third, fourth, and fifth classes does not imply the same in the other classes, since practice on the part of the pupils often make up for neglect on the part of the teachers. On comparing the results of my examination in this important branch for the years 1869 and 1870, I find a larger proportion was able to read second, third, and higher books in the latter year.

than in the former, whereas the reverse is the case as regards the First Book. I ascribe this result to the facts, that in my rounds of inspection I call special attention to those pupils who are unusually long in class—chiefly in first class, and that the teachers use greater efforts to qualify them for higher classes. It would afford great help to the Inspector in determining the efficiency of the teachers' instruction, and the proficiency of the pupils, in this and other school branches, if two columns were added to the rolls, for the teachers to enter the total number of days each pupil was present and absent since his admission to the class.

*Appendix D.*  
Proficiency of Pupils found in attendance at inspections made during the year.

*Arithmetic.*—The results of my examination on arithmetic during the past year show an increase over 1869 in the per-centage that could enter millions, and work a question in compound division, simple and compound proportion, and practice, and a decrease in the number that could do a sum in simple subtraction. How to account for this falling off in subtraction I do not know, except that it might, perhaps, be attributed to the questions I gave, which generally involved all the difficulties of subtraction—such as a large minuend and a small subtrahend, with ciphers in both, and larger digits in the latter than in the former. I do not believe that the teachers were less diligent in preparing the pupils in that rule than they had been, as I am in the habit of examining on it at all my inspections. The senior fourth and fifth classes have shown considerable proficiency in fractions, practice, interest, and discount, and some in these classes worked with expertness and accuracy difficult questions in profit and loss, and partnership. I found pupils, however, in these higher classes, who could compute by practice the price of so many hundred weights, quarters, and pounds, at so much per hundred-weight, and also so many acres, roods, and perches, at so much per acre, that failed completely in calculating the price of so many barrels, stones, and pounds of wheat, oats, and barley, at so much per barrel, although knowing the reduction tables very well. When I spoke to the teachers about this deficiency, I was told that the classes were not exercised on the last kind of questions, as there were none in the Board's treatises on arithmetic. As it is of great importance that farmers' children, who attend the National schools in large numbers, should be able to calculate the price of corn as well as the rent of land and the price of butter, I think it desirable that there should be exercises inserted in the rule of practice in the Board's large and small arithmetics, requiring the pupils to compute the price of so many barrels, stones, and pounds of wheat, oats, and barley, at so much a barrel.

*Penmanship.*—Writing has made very fair progress in my district since I last reported on it; for, whilst the per-centage of those that could write with ease and correctness was nearly the same for 1869 and 1870, there was an increase in the latter year over the former of 5 per cent. in the number that could write on paper fairly. The practice which many of the teachers pursue, when instructing the senior drafts of first class and the junior drafts of second class, of setting lines on the black board, consisting of straight lines, turns, loops, single letters, and small words, of getting the pupils to watch them while they write, of describing how each element and letter is formed, and of actively superintending them whilst they copy from the black board, has, no doubt, led to the improvement referred to. Writing in the first instance must be taught by example, and the example must be supplied by the teacher in the pupil's presence.

*Writing from Dictation.*—Of the 1,421 pupils whom I examined in writing from dictation during the past year for my secondary reports, 520, or 36.5 per cent., could write difficult sentences of Third Book with

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 Proficiency  
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tolerable accuracy, and 516, or 36·3 per cent., with ease and correctness. In 1869, 38·1 per cent. of those I examined on this branch wrote difficult passages of the same book with tolerable accuracy, and 33·5 per cent. with ease and correctness. From these figures it appears that progress was made during the last twelve months in this Branch of instruction. I have no doubt that the increased attention paid by the teachers to the copying of the reading lessons by the pupils of second class has had a salutary effect on the writing from dictation. It is very desirable that the higher classes should be exercised in writing out from memory, and in their own words, the substance of their grammar, geography, and reading lessons, and also in turning pieces of poetry into prose, as, apart from other advantages, no better plan could be adopted for teaching composition.

*Grammar.*—In accordance with school-programme, I examined, during the past year, the third class pupils on simple parsing, selecting, generally, passages in the middle of their reading lesson, and questioned them on the definitions of the parts of speech, and fourth class on syntactical parsing, referring, when I thought necessary, to the portions of etymology and syntax connected with each parsing exercise; and I have now to report in reference to the schools generally, that whilst the per-centages of those examined that were acquainted with the parts of speech in 1869 and 1870 were equal, a much larger proportion passed in syntactical parsing in the latter year than in the former. The great difficulties which fourth and fifth classes experience in syntactical, as including etymological parsing were, in the compound tenses and moods of verbs, and in the connexion of the parts of compound and complex sentences. Were the teachers to exercise their pupils in writing out on slate or paper the conjugation of verbs belonging to the classes regular, irregular, and defective, and also in analysing sentences, these difficulties would be overcome.

*Geography.*—The maps prescribed for second and higher classes are pretty well taught, but the home lessons on geography, which the third, fourth, and fifth classes are expected to get out of their text-book, are seldom prepared. I very rarely meet with pupils who can answer on the portions of the text book referring to all the continents, and hence it is I was only able to return 3 per cent. of those examined on geography for secondary 1 reports in 1869 and 1870, as able to answer on the general course. I have often thought, and have referred to the matter in a former report, that if the text books on grammar and geography were taught like the lesson books, the pupils would carry away from the National schools a much larger share of grammatical and geographical knowledge than they have done hitherto. Unless task-getting be preceded by reading what is to be learned, on the part of the pupils, and explanation and interrogation, on the part of the teachers, very little progress will be made in grammar or geography through the medium of home lessons.

*Needlework.*—Of the 45 schools in my district, the needlework of which I reported on the secondary one form during the year 1870, 2 are Convent schools, 2 are under the management of nuns, 2 are workhouse schools, 28 are ordinary female schools, 10 are mixed schools under female teachers, and 1 a mixed school under a male teacher, whose wife acts as workmistress and literary assistant. In these 45 schools I found at one round of inspection 1,968 girls receiving instruction in this branch, of whom 864, or 43·8 per cent. could sew neatly; 715, or 36·3 per cent. could knit a stocking; and 74, or 3·7 per cent. could cut out.

*Extra Branches.*—*Singing*, taught in 14 schools; *number learning*,

711; general proficiency was excellent in 1 school, very good in 3, good in 2, very fair in 2, fair in 4, and middling in 2.

*Drawing*, taught in 5 schools; number learning, 128; general proficiency was very good in 1 school, good in 1, fair in 2, and middling in 1.

The Agricultural Class Book is taught with fair success in 2 schools to 17 pupils.\*

Proficiency of Pupils found in attendance at inspections made during the year.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . . .	7	26	Very fair as regards triangles and quadrilaterals.
Geometry, . . . . .	6	13	Fair as regards the First Book.
Algebra, . . . . .	3	7	Very fair as regards the first four rules.
Book-keeping, . . . . .	9	36	Fair as to real and personal accounts.

District 31, Ballinamore; Mr. Cowley.—*Reading* (including oral spelling and explanation):—

	Is 1868.	1869.	1870.	Increase.
Total number examined, . . . . .	4,826	5,543	5,267	
Per-centage of those able to read:—				
Book I., . . . . .	33	34	31	7
Book II., . . . . .	35	35	35	0
With ease and intelligence, . . . . .	10	13	12	1 dec.
Per-centage of actual to expected proficiency:—				
Book I., . . . . .	130	133	134	1
Book II., . . . . .	80	81	82.3	1.3
With ease and intelligence, . . . . .	54	72	70.5	1.5 d.
Total proficiency, . . . . .	77.5	86	85.7	

In my report of 1869 I was able to show an improvement of  $8\frac{1}{2}$  per cent. in the proficiency of the pupils in reading. This improvement, as appears from the table given above, affected chiefly the highest standard, and was mainly caused by the promotion of children who had been unduly retained in the junior classes.

This year not only is the total proficiency nearly identical with that of 1869, but there is also a remarkable agreement between the results obtained in each standard. When we consider the unusual irregularity of the attendance during the past year, an irregularity so great as to cause the average attendance for each school of the district to sink from 40.6 in 1869 to 36.4 in 1870, this result affords evidence of steady and uniform progress.

*Arithmetic*:—

	Is 1868.	1869.	1870.	Improvement.
Total number examined in arithmetic, . . . . .	3,112	3,279	3,288	
Per-centage of those proficient in:—				
Notation, . . . . .	32	41	46	5
Simple subtraction, . . . . .	43	61	69	8
Compound division, . . . . .	14	25	29	4
Proportion, . . . . .	6	9	11	2
Per-centage of actual to expected proficiency:—				
Notation, . . . . .	49	60	65.3	5.3
Simple subtraction, . . . . .	50	66	74.6	8.6
Compound division, . . . . .	50	64	75.6	11.6
Proportion, . . . . .	40	49	66.1	17.1
Total proficiency, . . . . .	46	61	71.1	10.1

In this subject the proficiency has risen from 61 to 71.1 per cent.; a result which, again considering the irregularity of attendance during the year, must be considered fairly satisfactory.

In notation, however, the amount of improvement is too small. In the other standards I give each pupil a separate question, a practice which I regret to say meets with the unqualified disapproval of many

\* West Dublin and Glasnevin schools are not included in this return.

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of the teachers; but it was only about a month ago that I was able to hit upon a method of doing the same with regard to notation without a disproportionate expenditure of time. This will at once direct increased attention to the subject, and next year I hope to have an improved result to tabulate.

*Pennmanship:—*

	In 1868.	1869.	1870.	Improvement.
Total number examined, . . . . .	2,502	3,279	3,288	
Per-centage acquitting themselves:—				
Fairly, . . . . .	51	60	64	4
Well, . . . . .	8	18	12	6 dec.
Per-centage of actual to expected results:—				
Fair, . . . . .	58	81	85.6	4.6
Good, . . . . .	40	67	72.2	5.2
Total proficiency, . . . . .	52	76	81.4	5.4

Writing is now very fairly taught in the district, the percentage of proficiency having risen from 76 to 81.4. This improvement is solely due to the intelligent use of Vere Foster's head lines, and the increased attention paid to the supervision of the pupils while writing.

It will be seen that while the actual number of pupils able to write well decreased 6 per cent., the value of the results in that standard increased 5.2. This apparent contradiction is easily explicable, and affords an interesting corroboration of my opinion that the weather in 1870 prolonged the various periods of field work to an unusual degree.

Those most affected by the peculiarity of the seasons were the older children most fitted to work. The proficiency of each is generally considerably lower than from their age it should be. Their absence, therefore, while it lessens the actual number proficient in writing well lessens to a much greater degree the standard of expectation.

	In 1868.	1869.	1870.	Improvement.
Total number examined in writing from dictation, . . . . .	2,707	3,279	3,288	
Per-centage acquitting themselves:—				
Fairly, . . . . .	42	56	60	4
Well, . . . . .	7	9	8	1 dec.
Per-centage of actual to expected proficiency:—				
Fair, . . . . .	52	76	80.4	4.4
Good, . . . . .	36	50	45	5 dec.
Total proficiency, . . . . .	47½	67	69.5	2.5

As in reading the proficiency is much the same as last year, which for the same reason may be considered proof of a fair amount of progress.

*Grammar:—*

	In 1868.	1869.	1870.	Improvement.
Total number examined in grammar, . . . . .	2,827	3,279	3,288	
Per-centage of those:—				
Able to distinguish noun, adjective, and verb, . . . . .	18	32	38	1
Able to distinguish the parts of speech, . . . . .	12	10	12	2
Able to parse syntactically, . . . . .	2	8	3.5	.5
Per-centage of actual to expected proficiency:—				
Noun, adjective, and verb, . . . . .	7	72	75.8	3.8
Parts of speech, . . . . .	30	25	31.5	6.5
Parsing, . . . . .	25	8	39.4	31.4
Total proficiency, . . . . .	28	41	46.1	5.1

The per-centage of proficiency in grammar has risen from 41 to 46, and the subject continues to be poorly taught in the district. It is only in some of the best schools that the second class children can make any attempt at the intelligent distinction between the noun and



the adjective, and the answering of most of the third class children is *Appendix D.* very uncertain.

*Geography* :—

	In 1868.	1869.	1870.	Improvement.	Proficiency of Pupils found in attendance at inspections made during the year.
Total number examined in Geography,	2,827	3,279	3,288		
Per-centage of these exhibiting a knowledge of :—					
Map of the World,	23	43	42	—	
Europe and Ireland,	7	4	7	3	
General Course,	—	—	—	—	
Per-centage of actual to expected proficiency :—					
World,	35	64	57.8	6.2 d.	
Europe and Ireland,	23	12	25.6	13.6	
General Course,	2	—	—	—	
Total proficiency,	20	36	41.3	5.3	

This subject shows a slight improvement, but still continues the most neglected in the district. I am inclined to think that this and the preceding subject might advantageously be omitted in schools conducted by teachers of the lowest class, or where from local causes the attendance is exceptionally irregular.

*Needlework*.—Needlework is taught in 65 schools with fair results, so far as plain sewing and knitting are concerned. 577 girls are able to knit their own stockings without assistance; and 941 can mend, and perhaps assist in making their own clothes.

Cutting-out is little taught in the district, few of the teachers knowing much about it themselves.

*Extra Branches*.—*Singing*, taught in 8 schools; number learning, practically only, 190; practically and theoretically, 161. In 3 schools singing is fairly and in 4 schools well taught. In the other school the instruction has this year been a mere pretence.

*Drawing* is taught in no school of this district.

*Agriculture*, taught in 2 schools; number learning, 24; general proficiency, fair.

	Schools.	Number learning.	General Proficiency.
Numeration,	16	26	} Rudimentary.
Geometry,	16	33	
Algebra,	14	22	
Book-keeping,	5	10	
Latin,	2	8	} Very fair.
Greek,	2	6	
			Fair in one school; tolerable in the other.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

*I. State of the Schools* :—

	In 1868.	1869.	1870.	Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools
Average attendance per school for the entire district,	44.5	40.6	36.4	
Value of the total proficiency of the entire district,	57.5	64.	68.4	
Reading,	77.6	85	85.1	
Grammar,	28	41	46.4	
Geography,	29	86	41.3	
Arithmetic,	46	61	71.1	
Writing,	32	76	81.4	
Dictation,	47½	67	69.8	
Number of teachers promoted,	10	18	18	
Number of monitors who obtained gratuities for their teachers,	12	22	39	

During the past year the *daily attendance* of pupils at the various schools of the district shows a decrease of 546 children, as compared with

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the attendance of 1869; and of 1,053, as compared with that of 1868. The seasons of 1870 were of such a character as to detain the children at home for a much longer time than usual, for the sake of that assistance, in agricultural operations, which the poverty of the locality compels their parents to exact. In face of so unprecedented an irregularity of attendance, an increase of even  $4\frac{1}{2}$  per cent. in the value of the entire answering of the pupils of the district, argues a very pleasing amount of zealous efficiency on the part of the teachers. No less pleasing is their attention to their own improvement, as shown by the number of promotions, and to that of their monitors, as proved by the amount of gratuities obtained for their training.

II. *Condition of the Teachers.*—In connexion with this I have seen it remarked in various public prints, which have taken notice of the teachers' agitation for increased pay, that their case has been very much over-stated. The following table will show how it stands with them in this district.

Excluding monitors and workmistresses, there are in all 164 teachers. Of these eight are wives and three are resident children of teachers. Adding the income of these to that of their husbands or fathers, but ignoring their own existence, the following is the result:—

	No. of Teachers.	Income from all sources.	
		Per day.	Per annum.
Total number of teachers who earn 1s. 6d. or above, of whom eleven are debited with the earnings of their wives or children.	10	3s. or above.	£54 15s. or above.
	9	2s. 6d. or above, but under 3s.	£45 12s. 6d. to £54 14s.
	9	2s. or above, but under 2s. 6d.	£36 10s. to £45 12s.
	24	1s. 6d. or above, but under 2s.	£27 7s. 6d. to £36 9s.
Total number who earn less than 1s. 6d. per day,	63	1s. or above, but under 1s. 6d.	£18 5s. to £27 7s.
	38	9d. or above, but under 1s.	£14. to £18 4s.

I. In reference to the above table I may remark I have introduced no deductions grounded upon averages. The table is an exposition of facts.

II. Monitors are not taken into the calculation:—Many, it is true, are sons of teachers, but their pay should not be added to their fathers' income, because in no case does it suffice for their own support. A teacher with two children, one of whom is a monitor, may be considered burdened with the support of only one child and a third, or one and a half. They are only employed for a portion of each day, and for this work they receive fair pay, and great advantages.

III. Workmistresses also are excluded for similar reasons:—One only of the six in this district is a member of a teacher's family. She is the wife of one of the teachers; and if anyone should object to my exclusion of her £8 from the table, I shall be happy to make him a present of the whole weight of her salary in the argument.

IV: In calculating the incomes I have included the receipts from all sources—salaries, gratuities for good service, vocal music, training monitors, &c.; school fees, local contributions and endowments, farms, parochial clerkships, &c.

I have made no deductions, except for the rent of the school-house, where paid by the teacher.

V. To avoid misconception, I will give particulars of the ten indeterminate (so far as the table goes) incomes.

	£	s.	d.	£	s.	d.
No. 1—Salary, &c.,	54	10	0	99	11	0
Daughter's salary,	34	12	0			
Farm,	10	0	0			
" 2—Salary, &c.,	44	17	0	84	17	0
Farm,	40	0	0			
" 3—Salary, &c.,	60	0	0			
Wife's salary,	23	19	0	83	19	0
" 4—Salary, &c.,	62	3	0			
Clerkship,	10	0	0			
" 5—Salary, &c.,	34	18	0	68	18	0
Farm,	20	0	0			
Wife's salary,	14	0	0			
" 6—Salary, &c.,	38	13	0	65	3	0
Wife's salary,	26	10	0			
" 7—Salary, &c.,	.	.	.	60	10	0
" 8—	.	.	.			
" 9—	.	.	.			
" 10—	.	.	.	55	10	0

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VI. Of the 39 teachers in the lowest division of the table, 33 have exactly 9-205 pence daily.

Many of these are probationers whom I thought of excluding from the table. They, however, give a full day's work, and, like other people, require food and clothing.

If the consideration of their incomes should be excluded from an analysis of the teacher's material condition, it must be either (a) because they ought not to be paid, or (b) because they ought not to be employed. Not wishing to impale myself upon either horn of this dilemma, I have included them in the calculation.

VII. Finally, I beg the attention of the Commissioners to the fact that after transferring the incomes of 11 of the 164 teachers employed in this district to their husbands or fathers, of the 153 remaining, 52 have a daily income of 1s. 6d. and upwards; 101 have to live upon less than 1s. 6d. per diem.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

Proficiency of Pupils found in attendance at inspections made during the year.

District 32, Tuam; Mr. McSweeney.—*Reading* (including oral spelling and explanation).—The pupils are able to read intelligently; that is, the meaning of what they read can be clearly understood by an examiner, but the style is wanting in grace and expression. Expression is a quality in reading that is not easily acquired, and it would not be reasonable to expect it from pupils who hear but very defective English at home, and that even with a coarse accent.

Explanation is attended to with some care, but it is necessary to exercise a close supervision over this branch of school business, as the teachers are disposed to confine it to the words at the headings of the lessons, and which do not include many important words that require special explanation, and not such as putting one difficult word for another, but by illustration of its use.

My predecessor in this district examined 5,034 pupils in reading in 1869, and of this number 3,597 pupils were able to read in their respective books, and 825 were found able to read in the Third Book. In 1870 I examined 5,074 pupils in reading, and of this number 3,842 were found able to read in their respective books, and 1,085 were able to read in Third Book—this affords much evidence for the progress in reading.

The numerical equality of the numbers examined in reading by two

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Inspectors, in two successive years in the same district, is an extraordinary circumstance the result of counting the pupils with great care.

*Arithmetic.*—The pupils learn this branch with great avidity, and the general proficiency is fair. In many of the schools the pupils are trained to calculate mentally, and this knowledge gives them a great mastery in conducting arithmetical calculations, as the mind is the arithmetician and not the pencil. Of the 2,940 pupils examined by us in arithmetic, 417 were able to work sums in proportion, whilst in the year 1869, 339 only were able to work similar exercises.

*Penmanship.*—I am of opinion that this branch is not successfully taught in our schools, as the teachers have not been instructed in the art of teaching writing in the central training schools, there being no professional writing-master in that institution. The master must not only supervise the writing whilst the pupils are employed at the exercise, but he must also execute suitable specimens of penmanship for the eye of the pupil to serve as a model for imitation, or he will fail to make good writers. As a general rule when the master can write a flowing legible hand, the pupils copy his style, and in the instances in which the master's handwriting is not good the pupils always fail to write well.

*Writing from Dictation.*—All the pupils from the first-class upwards in our schools are instructed in this branch. It is the best mode of learning to spell correctly, every other means will fail without it. In 1869, 152 pupils were found able to write with ease and freedom, whilst in 1870, the succeeding year, only 115 were found so far advanced. The pupils who are proficient in this branch, are found more competent to receive and to retain the instruction imparted at class with more ease, and as a first step to composition all are sensible of its importance. The pupils in all the schools are trained to write the select poetry they commit to memory, but I regret to have to add that is an exercise in which they appear to take little pleasure in this western district.

*Grammar.*—The proficiency in this branch is only tolerable.

*Geography.*—This branch is learned by the pupils in our schools with great pleasure; it is attractive and interesting, and can be learned by means of the eye and the memory, without pressing the reasoning powers to the aid of the pupils. The proficiency is high in this branch. In 1869, 195 pupils were acquainted with the Maps of the World and Ireland, whilst in 1870 the number acquainted with these maps was 650.

*Needlework.*—I found 1,247 pupils instructed in this branch in 1870; my predecessor found 1,345 in the year 1869.

*Extra Branches.*—*Singing*, taught in 3 schools; number learning, 247. General proficiency, tolerably fair.

*Agriculture.*—Taught in 4 schools; number learning, 104. General proficiency, fair in two cases, and tolerable in a third—fourth school, Williamstown, not examined in this branch. The Agricultural Class Book is taught with fair success in 5 schools, and without any marked effect as yet in 3 schools.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	15	135	Moderate.
Geometry, . . . .	15	136	Moderate.
Algebra, . . . .	10	111	Tolerable.
Book-keeping, . . . .	12	51	Tolerable.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

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Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

There was an average attendance of 4,950 pupils in this district during the year 1870. There was a teaching staff which numbered 126 teachers, 62 males and 64 females. Thirty-three teachers of the entire staff hold the rank of probationers, and 27 hold the rank of III.<sup>2</sup> only, thus making a total of 60 teachers who hold a rank below III.<sup>1</sup>, and are on this account not competent to conduct National schools in a satisfactory manner, and it is a matter of no small surprise that the general proficiency of the district should rank so high as it does with such a staff of teachers—the explanation is found in the fact that nearly all the teachers holding a rank below III.<sup>2</sup> are employed only as assistants, and that teachers of a higher grade conduct the schools.

*The social position of the teachers.*—Of the 60 teachers who hold a rank above III.<sup>2</sup>, nearly all manage to live in a tolerably respectable manner; but of the remaining 60, nearly all are ever on the verge of distress and want, and a month's sickness or month out of employment, would compel any one of them to seek refuge in the workhouse, and they are sensitively conscious of this fact.

I am of opinion that a local rate of two pence in the pound, in addition to the poor rate, would be willingly paid to support primary education in the country; the landed proprietor to pay at the rate of one penny per pound sterling, and the tenant to pay the other penny, for which he could claim a free education for his children, as school-fees in this case should be abolished. Proprietors pay a shilling in the pound to feed a fraction of the destitute inhabitants of the country, and why should they object to pay one penny per pound to aid the state in educating the people? The rate for education could be collected with the poor rates, and lodged in the Post Office Savings Banks for the requirements of the country.

The state of education in this district may be summed up in a few words:—There are overcrowded schools, with inadequate teaching staffs, and a people crying aloud, "What shall we do to educate our children?"

There are many teachers anxious to improve themselves, but they want the means, in the absence of suitable opportunities, and are not allowed to enter the training institution in Marlborough-street for this purpose. Only one female teacher left this district for training during the last session, a poor widow with three orphan children, and when she returned, at the close of the term, she found the humble post of assistant, which she had previously held, closed against her, and no resource but the workhouse should she continue another month without employment.

Another serious impediment to the growth of education in this district is the irregular attendance. In the spring and harvesting seasons the Inspector finds the desks and forms empty, only a few children being present; but during summer and winter the schools are not only overcrowded, but packed with pupils; and when the Inspector enters a school he can see only a group of human faces, with the master's rising above them. During these seasons the master can do little to promote the education of the children, as he is embarrassed by the great crowd in attendance, as well as by the insufficient teaching staff.

The present district was first struck out or instituted in 1858, and I was then placed in charge. The literary status of the teaching staff then is represented by the table hereby given:—

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1 <sup>st</sup>	2 <sup>d</sup>	3 <sup>d</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	Total, 75 teachers of all grades and sexes.
—	1	2	4	15	21	15	17		

It appears from this table that 42 per cent. of the entire staff held a rank below III<sup>d</sup>.

In 1864, five years subsequently, when I left the district, the literary status of the teachers is set forth in the following table :—

1 <sup>st</sup>	2 <sup>d</sup>	3 <sup>d</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	Total of all grades.
—	2	2	7	12	46	19	12		100

From this table it appears that only 31 per cent. of the entire staff held a rank below III<sup>d</sup> in 1864.

In 1870, after an absence of six years, I was again placed in charge of this district (32), and I found the staff of its teachers to rank thus :—

1 <sup>st</sup>	2 <sup>d</sup>	3 <sup>d</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	Total of all grades.
2	1	4	9	10	40	27	83		126

From this table it appears that 47 per cent. of the entire staff now in the district hold a rank below III<sup>d</sup>, and also that the literary status of the body of the teachers is 16 per cent. lower now than it was in 1864.

In 1858 the number found present in the schools for the report secondary, No. 1, was 1,892; in 1864 it was 4,340; and in the year 1870 the number was 5,074.

Proficiency of Pupils found in attendance at inspections made during the year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 33, Mullingar; Mr. W. R. Molloy.—*Reading* (including oral spelling and explanation).—Considerable improvement has taken place in the pupils' style of reading. The attention of the teachers had been called particularly to this branch, and they had been recommended to devote more time to it as an exercise *per se*, instead of, as so frequently happened, interrupting the pupils, when reading, by incidental questions. The drawing and indistinct manner of reading heretofore prevalent may be said to be, in great measure, checked.

In the majority of the schools the pupils now read with fluency and fair degree of intelligence. In numerous instances I have tested the senior drafts of the classes in the advanced portions of their respective lesson books; also in narrative (not previously studied), corresponding as far as possible with the lesson books.

The proficiency in oral spelling is very respectable. Phrase spelling is now practised daily in all the schools. The pupils' knowledge of the derivations of words is sensibly declining. The insertion in the revised lesson books of the pages at the end of the old editions on roots, prefixes, &c., would, in my opinion, be desirable.

There is no appreciable improvement in the teachers' mode of explaining the subject-matter of the lessons read daily. In but very few cases is there satisfactory evidence of due preparation for the instruction of the pupils in this branch.

*Arithmetic*.—Arithmetic is, perhaps, the best taught of the ordinary subjects in this district. In the solution of elementary questions, up to proportion and practice, the pupils display expertness and accuracy to a respectable degree.

Considerably more attention than formerly has been paid to mental arithmetic during the year.

*Penmanship.*—Penmanship does not receive sufficient care at the hands of the teachers. Instead of exercising a close supervision over the pupils when writing each day, the majority of the teachers may be found at other duties.

Up to the present the improvement in penmanship that might have been expected from the use of the excellent series of copy-books on the Board's list, has not been attained. The attention of the teachers has been directed to the defect.

*Writing from Dictation.*—The proficiency in writing from dictation may be pronounced satisfactory. During the past year, in nearly all the schools, the pupils of the senior classes have been provided with special copy-books, for executing this exercise on paper.

*Grammar.*—The pupils receive instruction in the elements of grammar to the extent specified by the "Programme" for the several classes. Degree of proficiency attained, mediocre.

*Geography.*—The leading features of the Maps of the World, Europe, and Ireland are fairly known by the pupils. This branch, however, cannot be stated to be skilfully taught.

*Needlework.*—Plain needlework continues to receive due attention. Ability to "cut out" articles of dress is now frequently displayed. In but few female schools is the Manual of Needlework in use as yet.

*Extra Branches.*—*Singing*, taught in 12 schools; number learning, 804; high degree of proficiency attained in 2 Convent and 4 ordinary National schools; results in remaining 6 schools of an average character.

*Drawing*, taught in 4 schools; number learning, 97. This branch is satisfactorily taught in two schools, and fairly, in remaining two.

*Agriculture*, taught in 12 schools; number learning, 81; general proficiency, rather low. The teachers complain that the Agricultural Class Book is too difficult, especially for boys in Third Class.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	26	71	Elementary.
Geometry, . . . .	15	33	Do.
Algebra, . . . .	8	12	Do.
Book-keeping, . . . .	11	23	Do.
Physical and Applied Sciences,	1	2	Low.

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I am of opinion that considerable improvement has taken place during the year in the teachers' mode of conducting the schools. There is less of the routine perfunctory discharge of duty that previously characterized so many teachers.

The undue length of time spent by pupils in the same classes was brought under the notice of both teachers and managers, and satisfactory exertion has been made to qualify the pupils more rapidly for promotion to the senior classes. Except in three cases the number of pupils advanced to higher classes was beyond that noted in the previous year. There are also numerous instances of the formation of a fourth or senior class for the first time.

All the teachers—and especially the junior members of the staff—have been urged to make the necessary preparation for their duties by drawing up questions or notes of lessons; also by the study of "Manual of Method and School Management." The monitors have been frequently

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questioned on prescribed portions of the School Manual, and more than ordinary attention has been paid to their extra special instruction.

Seven schools have been fully, and nine others partially, organized by Mr. Cribbin with very satisfactory results, save in one case.

The schools selected for organization were nearly all under teachers of comparatively slight experience, who were thereby afforded an opportunity of observing improved methods of teaching exemplified daily for a fortnight or three weeks in their presence by the organizer. Mr. Cribbin's manner of dealing with the teachers entitled him to their regard and esteem.

Generally speaking, the most cordial co-operation has been displayed by the managers in carrying out suggestions calculated to benefit the school.

The main impediment to further progress here may be said to be the difficulty of procuring suitable candidates for the office of teacher in consequence of the inadequacy of the remuneration.

As the latter, however, is likely to be soon remedied, I do not think it necessary to make further reference to it beyond expressing a hope that the just claims of the teachers may be satisfactorily met, so as to admit of their thoughts and energies being devoted to their proper duties.

The amount received from school fees in this district is inconsiderable, and not more than three patrons give liberal endowments; the Board's salary, therefore, is almost the only reliance of the majority of those in charge of the schools.

There is no appreciable alteration in the classification of the teachers as compared with the previous year. Of the lay teachers (principals), 34 masters and 22 mistresses, in office at the close of 1870, were *trained and classed*; 25 masters and 30 mistresses were *untrained*. Of the latter (52 in number) so many as 19 were probationers, and 14 in the second division of third class; or nearly 30 per cent. of the staff with evidently low attainments; not more than 6 teachers, or 5.4 per cent., were in *first class*.

The monitorial staff has been considerably increased—17 additional appointments having been made within the year.

I beg to repeat the suggestion offered by me in a previous report, that, without unduly lowering the standard, greater facilities should be afforded to the teachers of improving their classification. In connexion therewith I would refer to the observations of Mr. Sheridan, Head Inspector, in his report for 1869:—"Of all the grievances of which National teachers have just cause to complain, the greatest by far, in my opinion, is the *difficulty of obtaining promotion*. This difficulty is owing (a) to the unnecessarily extensive programme of subjects prescribed for the second and first classes, and (b) to the still more unnecessarily multiplicity of examinations. It is mainly to the operation of these two causes must be attributed the fact that, in the twentieth year after the system of examinations was introduced, only 10 per cent. of all the teachers in the pay of the Commissioners are in the first class, and only 27 per cent. in the second class."

From returns furnished to me by the teachers, it appears (a) that the *total number* of pupils on the rolls of this district at the close of 1870 was 9,560. Seventy-five per cent. of these pupils were in the junior (first and second) classes, and 25 per cent. were in the third or higher lesson books.

(b) The aggregate average attendance for the year 1870 was 4,788.

(c) The gross total of "removals" throughout the classes of pupils during 1870 was 2,573, or 53.7 per cent. of the collective average attendance. The corresponding per-centage for the previous year was 41, showing an increase of more than 12 per cent. for last year.



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Proficiency of Pupils found in attendance at inspections made during the year.

District 34, Galway; Mr. Gordon.—*Reading* (including oral spelling and explanation).—Reading has slightly improved since last report. I find an increase of about 3 per cent. in the number able to read Third and higher books, but a corresponding reduction in the number able to read Second Book. The proportion able to pass on First Book has not materially changed since last year. Oral spelling, including "phrase spelling," is now well attended to. There is a little improvement in "explanation" in some of the best schools.

*Arithmetic*.—In very much the same state as last year. Fair facility in finding answers, and a fair amount of accuracy in notation, and in simple and compound rules; but little ingenuity in applying this knowledge to the solution of practical questions. Mental arithmetic is much neglected.

*Pennmanship*.—More satisfactory on the whole, than almost any other subject of the school course. I attribute much of the improvement in writing to the almost universal use of copy-books, with engraved headlines.

*Writing from Dictation*.—In a fairly satisfactory state. In most of the schools, when there are two or more drafts of second class, the pupils of the senior draft have a dully exercise in writing from dictation. This is a popular subject with both teachers and pupils.

*Grammar*.—No improvement in the state of proficiency in this subject. With the exception of about half a dozen of my schools, grammar is not taught in a satisfactory manner, even to the few pupils old enough and advanced enough to comprehend it. Few teachers in this district know how to make the grammar lesson either intellectual, interesting, or profitable.

*Geography*.—Retrograding, I fear, from year to year. Even the pupils of the model school, and of the Convent schools pass very poor examinations in geography. This was once a favourite subject in National schools, but it appears latterly to have lost its popularity with both teachers and taught. I have attempted, in former reports, to assign some reasons for this retrogression.

*Needlework*.—Fair attention is now given to this branch in most of the schools where needlework is taught. The chief drawback at present is the difficulty of keeping up a constant supply of suitable work. This is done by the teachers themselves in many cases especially in the rural localities; as the children, when they get a new garment, are not disposed to wait for it till it is made in the school. I have not found that almost any use is made of the new "manual" on needlework. It has not been adopted either in the model school or in the Convent schools, where much attention is given to sewing. I regret to have to report also, that the teachers of needlework do not care much to avail themselves of the cheap sewing materials sold by the Board.

*Extra Branches*.—*Singing*, taught in 10 schools; number learning, 1,253. Little proficiency, as regards sight singing; but very fair proficiency in 4 Convent schools, and in the model school, in singing by ear, accompanied by the harmonium.

*Drawing*, taught in 5 schools; number learning, 249. Fair commencement has been made in 3 Convent schools; model schools, pretty fair.

Agricultural Class Book not taught in any school in this district.

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	Schools.	Number learning.	General Proficiency.
Mensuration, . . . . .	11	58	General proficiency in all these subjects not satisfactory. Except in the model school little systematic attention is paid to these subjects; and even in this school the teaching is very elementary at present.
Geometry, . . . . .	14	54	
Algebra, . . . . .	9	41	
Book-keeping, . . . . .	10	40	
Trigonometry, . . . . .	2	13	
Navigation, . . . . .	1	5	
Physical and Applied Science,	2	19	

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*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

This district may be viewed both physically and educationally as divided into two distinct sub-districts—the one comprising the city of Galway and the surrounding neighbourhood, and the other including that part of the county known as Connemara with the islands of Arran, and the numerous other islands along the western coast as far north as Cleggan Bay. In the former sub-division, most of the schools have been long established, and many of them are doing a fair amount of useful work, with the drawbacks and hindrances incident to niggardliness in the payment of school fees, and the consequent want of sympathy too frequently manifested between parents and teachers. In the latter, many of the schools are not long in operation, and among these striking contrasts are to be found, resulting chiefly either from liberal local support, or from the meagreness or total absence of this important source of income in making up the teacher's salary. Where the manager is energetic and zealous in the cause of education, it is surprising to see what can be done, even under the most adverse local circumstances, in the way of raising school fees. A school was opened lately on Inishmaine, the middle island of Arran. At the manager's request I sent him a fairly qualified classed teacher. This I had no difficulty in doing, for he promised £12 a year at least, in school fees, with board in addition. And this is only one example of what has been done, under similar circumstances, in several other cases. The pity is that these, after all, are only exceptions to the general rule. In many of the schools in this part of the district the fees have been stated to me as ranging between ten shillings and thirty shillings a year; and in not a few instances the schools are returned as *practically*, if not *theoretically*, free—neither school fees nor local contributions of any other kind being raised to supplement the Board's grant. These are the schools in which no classed teacher will stay if he can help it, and in which the teachers who have charge are seldom possessed of more than the minimum probationary qualification. But, after all, even such schools are likely better than none. A little reading, writing, and arithmetic are taught in them; the children, now and then, have the opportunity of purchasing the National school-books, though not so often as they ought, owing to the usually inadequate supply of sale stock; and their home literature instead of being confined to the "Reading-made-Easy" and the "Universal Spelling-book" is now supplied, in great part, by our reading books. All other things being equal, the price at which a teacher's services can be procured, may be considered a fair measure of the relative value of those services; and hence it may be inferred that when a young man of from eighteen to twenty years of age, engages to discharge the duties of teacher for £15 or even £18 a year, much needs not be expected from him. And experience harmonizes with this view of the case. Poorly qualified probationers are, of necessity, often accepted, because

nobody better qualified can be got; and fairly qualified teachers cannot always be got when vacancies occur, not because they are not in the country, but because they are not offered adequate remuneration. Thus, the failure or neglect of managers and parents to raise local aid, is fast driving good candidates out of the market, and substituting for them the ill-qualified, inexperienced, unskilled and untrained probationers of whom I have just spoken. There is only one of two remedies for this sad state of things. Either the annual grant for elementary education must be adequately increased, or a comprehensive plan for raising local aid must be devised and systematically carried out. Under the former alternative, the teachers would naturally enough consider themselves as having become more directly the servants of the state; under the latter, they would feel themselves more dependent upon, and therefore more immediately responsible than they are at present, to the people among whom they labour. No system of education can possess the elements of permanent popularity and ultimate success which does not command the sympathy and co-operation of that part of the community for whom its benefits are more especially intended; and it is for our educationists and legislators to decide which of these two alternatives will conduce more to this necessary result. Theorists may differ about the mode of increasing our teachers' salaries, but the necessity for increase is, I presume, universally admitted.

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But this gloomy picture has its bright side also. Never during the four years I have had charge of this district have the managers exhibited more energy and zeal in erecting and opening new schools wherever they are required. Four schools have been added during the year; two of these, new buildings, slated, well lighted and ventilated—that on the middle island of Arran, having a boarded floor, porch, &c. Two applicant cases are on hands at present; four school buildings are in course of erection; and a double school vested in trustees, will be commenced as soon as the lease has been perfected. These gratifying prospects, taken in connexion with the additional fact that *eleven* other schools have been added within the last four years, give, I hope, satisfactory evidence that school management in this district means something more than signing the quarterly and annual returns.

All that is now needed to make elementary education in the West, everything it ought to be, is an improvement in the quality of the late accessions to the teaching staff, especially where *male* teachers are employed. Better salaries and permission from the managers to attend the training establishment would soon work a great revolution in this respect; and if, in addition, a *minimum* period of *five hours* daily for secular business, commencing punctually at ten o'clock, were made compulsory upon all the pupils in attendance, we would soon be able to compete, as regards educational results, at International Exhibitions or elsewhere, with the more highly favoured populations of those countries in which the office of schoolmaster is more thoroughly appreciated, and, by natural consequence, the schoolmaster himself more generously remunerated, and therefore more likely to be well qualified for the duties of his office, and more successful in procuring satisfactory "results" when his pupils are tested either by competitive examination, or by Government inspection.

*Appendix D. General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

Proficiency  
of Pupils  
found in  
attendance  
at inspec-  
tions made  
during the  
year.

District 35, Ballinasloe; Mr. O'Neill.—*Reading* (including oral spelling and explanation).—Of 5,039 children present at my Secondary No. 1 Inspection of 1870, I found 30 per cent. able to read the First Book, 33 per cent. able to read the Second Book, and 23·5 per cent. able to read the third, or higher books.

The corresponding per-centages for 1869 were :—

Able to read the First Book,	.	.	27 per cent.
" Second Book,	.	.	32 "
" Third Book,	.	.	23 "

showing a marked improvement in each of the two lower grades of proficiency.

I have had frequent occasion, however, to remark, at my examination this year, that the teachers do not take the trouble to correct mispronunciations of a very glaring kind; such mistakes as "pin" for "pen," and *vice versa*, being allowed to pass unchecked, and apparently unnoticed.

*Arithmetic*.—The number "able to set down millions" and "to work sums in practice" is somewhat lower this year than last; but there is an increase in the number "able to do sums in simple subtraction" and "able to do compound division."

*Pennmanship*.—The results of the examinations held in 1870 correspond very closely with those recorded for 1869, and indicate that this important subject is taught with fair success in nearly all the schools of this district.

*Writing from Dictation*.—This subject is well attended to in the great majority of the schools in this district. In some, however, I find that there is a tendency to omit the most important part of the "Dictation Exercise"—namely, the writing out the mis-spelled words in their correct form.

The proficiency is the same, or nearly the same, as that recorded for 1869.

*Grammar*.—In this subject alone I have to notice a falling off from the results recorded for last year. In my report for 1869 I expressed my opinion that the proficiency in grammar was slowly, but steadily, declining; and stated my belief that the evil effects likely to follow from the large and increasing proportion of untrained and poorly qualified teachers now in charge of schools in this district, are first beginning to show themselves in this subject.

The results of my examination in 1870 tend to confirm me in this supposition.

*Geography*.—This subject receives sufficient attention in three-fourths of the schools in this district—perhaps too much attention in some, having regard to the strong probability that scarcely any of the children attending them will retain a trace of their knowledge of geography six months after they have finally ceased to attend school.

The proficiency in this subject is a shade better this year than last.

*Needlework*.—The results of my examinations during the past year show that needlework is fairly attended to in nearly all the schools of this district in which there is a female teacher.

*Extra Branches*.—*Singing*, taught in 4 schools; number learning, 685; general proficiency, good.

*Drawing*, taught in 3 schools; number learning, 131; general proficiency, fair.

*Agriculture*, taught in 3 schools; number learning, 65; general proficiency, fair. Appendix D.

	Schools.	Number learning.	General Proficiency.	Proficiency of Pupils found in attendance at inspections made during the year.
Mensuration, . . .	17	41	Tolerable.	
Geometry, . . .	16	30	Fair in three schools; poor in the others.	
Algebra, . . .	10	10	Generally poor.	
Book-keeping, . . .	11	20	Fair.	
Trigonometry, . . .	1	1	A beginner.	
Physical and Applied Sciences, . . .	1	16	Very good; £40 realized last year by the teacher of this school from the answering of his pupils in the "Science and Art" examinations.	

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the schools.* Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

I have no noticeable progress to record in the educational state of this district, believing, as I do, that so far as the proficiency of their pupils is concerned, the schools have done little more than maintain their ground during the past year.

In my report for 1869, I had occasion to comment upon a somewhat similar state of things, which I ascribed mainly to two causes; 1st, the increasing difficulty in obtaining eligible male candidates to fill up vacancies, owing to the low salary offered; and 2nd, the increasing proportion of schools in charge of untrained teachers, in consequence of the prohibition against attending a course of training, which is still enforced in nearly all the schools of this district. In that report I forebore to enter into any lengthened comments upon the present working of the National system of education, on the ground that there was a probability of important changes being soon made therein, as a consequence of the labours of the Commission on Primary Education then sitting.

The report of that commission has since been laid before the public, and, taken in conjunction with the evidence on which it is based, it will probably form the groundwork of future legislation on the subject with which it deals. Its recommendations, so far as they relate to the practical working of the primary schools of this country, seem to me admirably calculated to promote their efficiency, and embody (in addition to many others) every improvement which I have ventured to suggest in my reports since the year 1864; the most important in my mind being the introduction of a modified system of "payment by results."

I consider it unnecessary, therefore, to make any observations in this report on the defects noted by me during the past year in the working of the schools under my supervision, or to suggest the means for remedying these defects to which my reflections on the subject have led me.

I cannot, however, close my report without stating that the experience of the past year has impressed me very forcibly with the wisdom of the recommendation made by the Primary Education Commissioners in reference to agricultural schools, viz.—"That the extent of the farm attached to a school of this kind should not exceed two statute acres."

*Appendix D. General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

Proficiency of Pupils found in attendance at inspections made during the year.

District 36, Parsonstown; Mr. S. Brown.—*Reading* (including oral spelling and explanation).—The reading is generally intelligent, fluent, and verbally correct, and this is probably as much as can be fairly expected from the children of this district. Indistinctness is the greatest defect, and in this respect there is pretty general improvement. There is an innate diffidence in the children of this part of the country, which is a serious impediment to good reading; they speak and read in a low and timid voice even to their teachers; the presence of an Inspector naturally increases their timidity; and it is often difficult, even with the gentlest treatment, to get them to raise their voices so as to be distinctly audible. The removal of this defect requires judicious management on the part of the teachers, and many of them have effected marked improvement.

Of the total number examined on reading, 28·4 per cent. were able to read Second Book, and 21·7 per cent. the Third or higher books. Thus 50 per cent. had acquired such a degree of proficiency that their reading will henceforth be a source of pleasure, and their removal from school will never deprive them of the power of reading. The percentage able to read Third and higher books is higher than in any previous year since I took charge of this district. In 1867, it was 14 per cent.; in 1868, 18 per cent.; in 1869, 19·1 per cent.; and in 1870, 21·7 per cent.

The proficiency in oral spelling is very fair; explanation not so good.

*Arithmetic.*—Arithmetic continues to hold a high place in the table of proficiency. A large share of school time is allotted to it in all schools, and the instruction in practical arithmetic, at least, is generally effective. The number able to work sums in proportion and higher rules is increasing from year to year; this year it amounts to 16 per cent. of the whole number examined. There is also an increase under all the other heads of proficiency in this branch, except notation, which is stationary.

In some large schools, where the junior classes are taught by monitors, and in schools under inexperienced teachers, sufficient attention is not paid to the teaching of tables. The children are expected to work sums in addition and subtraction without the necessary preparation, and thus operations, easy enough for young children who know the tables, are made difficult or impossible on any intelligent principle; the children are discouraged, counting on the fingers, or by making strokes on the slate, is the usual result, and a healthy mental exercise is made a mere mechanical labour, without interest and without profit.

*Penmanship.*—Penmanship is improving. The numbers who write a good hand are nearly doubled within the last four years. Improved head-lines, and good paper and pens, have much to do with the progress in this important branch. Good ink is still a *desideratum*. The ink supplied by the Board has latterly been of a very inferior quality—thin, watery, and of the faintest shade of black. The teachers generally complain of it, and with good reason. A really good article, even at a higher price, would be much preferable.

*Writing from Dictation.*—There is a slight improvement in writing from dictation this year. Last year the total number examined on this subject was 2,118, of whom 52 per cent. were able to write with tolerable accuracy, and 25·3 per cent. with ease and correctness. This year the number examined was 2,354, and the proficiency, under the two heads, 52·3 and 26·6 per cent. respectively. Dictation exercises are

occasionally written on paper in most schools, and in several composition is now taught. On the whole I consider the proficiency in this subject satisfactory.

*Grammar.*—The proficiency in grammar is slightly progressive. Of the total number examined, about 39 per cent. passed in the two stages of proficiency taken together. Last year the percentage was 37. Sufficient attention is paid to the parts of speech, but too little to the connexion and mutual dependence of the words on each other. The syntactical parsing taught in some schools is a mere rignarole which the children go through, without any definite idea of the meaning of what they say, but in an increasing number of schools it is intelligently taught.

*Geography.*—The knowledge of geography has been stationary, if not retrograde, for some years past. This year there appears to be some improvement. The number who answered fairly on the map of the world is seven per cent. greater than in the previous year, and there is a slight improvement in the higher degrees of proficiency. Several schools have got a better supply of maps, but in fully one-third of the schools of this district the supply is still insufficient, and the maps in use are almost worn out.

*Needlework.*—The number returned as learning needlework was rather less in 1870 than in 1869, but the proficiency is much better this year than in any previous year. The supply of sewing materials was also better than usual, though in many cases still deficient. The increased attention given to this subject is quite remarkable; all the girls of seven years old and above are now learning to sew and knit in schools under female teachers, and the work executed by the senior girls is very creditable.

*Extra Branches.*—*Singing*, taught in 9 schools; number learning, 370; general proficiency, good in 5 schools, both in theory and practice; the others sing well, but are low in theory.

*Drawing*, taught in 8 schools; number learning, 361; general proficiency, good in 5 schools, low in 3 schools.

*Agriculture*, taught in 5 schools; number learning, 91; general proficiency, good in theory; 3 schools very fair in practical agriculture.

The Agricultural Class Book is taught with fair success in 23 schools, and without any marked effect as yet in 9 schools.

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Proficiency of Pupils found in attendance at inspections made during the year.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	32	104	Moderate.
Geometry, . . . .	31	112	Very fair.
Algebra, . . . .	25	81	Fair, to simple equations inclusive.
Book-keeping, . . . .	18	75	Not satisfactory.
Trigonometry, . . . .	3	17	Good.
Physical and Applied Science, . . . .	1	23	Good.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

There is little in the state of education in this district calling for remark with special reference to the year 1870. The schools have been conducted with, at least, their usual efficiency—some have improved, and the attendance has slightly increased; but there is still much to be desired—much greater results are attainable. Further improvement, however, need not be expected until the income of the teachers is made in some measure commensurate with the importance and difficulty of the duties of their office. The uncertainty that exists with reference to

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their future prospects is discouraging, and any considerable delay in improving their position must act injuriously on the state of education, as it will prevent young people of ability and energy from coming forward to fill vacancies in the teaching staff, and the work of educating the rising generation will gradually fall into feeble hands, without the intellectual and moral power which have so much influence in moulding the character and rightly forming the habits of the young.

So much has been lately said and written on this subject, that I think it needless to refer to it at any length. I shall merely remark, that as schools are injured by retaining teachers who are too old, or otherwise physically unfit for efficient service, as well as by the admission of unsuitable persons to the office of teacher, there should be some adequate provision made to enable them to retire when worn out in the service of the public; and the salary should be sufficient to induce young persons of ability to enter the service. The additional cost would be more than made up to the State, in the gradual elevation of a poor and dependant populace to the condition of an intelligent, enterprising, and self-reliant nation.

When the House of Commons shall have placed in the hands of the Commissioners the means of increasing the teachers' salaries, it will be necessary to raise the programme for probationary teachers, and thus exclude unsuitable candidates. It is now much too low.

The system of "payment by results" appears to be viewed with disfavour by many teachers; possibly circumstances may render that system, pure and simple, unsuitable for this country; but I do not know any valid objection to a modification of that system which would make a portion of the teacher's income from the State dependent on results. I believe it would have a powerful tendency to promote efficiency, and it would be more just than the present mode of payment according to classification. Good teachers need not fear to have their work tested by results; and there is no reason why such a mode of payment should lower the character of the education given, as the result system might include every subject at present in the school programme.

Proficiency of Pupils found in attendance at inspections made during the year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 37, Colbridge; Mr. O'Galligan.—*Reading* (including oral spelling and explanation).—The total number of male pupils whose proficiency was reported on by me in a tabulated form, during the year 1870, amounted to 2,299; of these 64·7 per cent. were able to read the easy lessons of the First Book, while only 37·9 succeeded with the more difficult ones of the Second. 2,493 female pupils were examined during the same period, and of these 67·2 per cent. read the First Book with comparative ease, and 44·1 exhibited fair acquaintance with the Second.

Again, 233 male pupils (13·3 per cent.) proved their ability to read the advanced lessons of the Board's Third and Fourth Books with fluency, and a fair amount of intelligence, while no less than 408 females (or 16·4 per cent.) passed successfully through the same ordeal—a result which may partly be attributed to the superior excellence of the teaching of this branch in convent schools, and partly also to the falling off in the number of really skilful male teachers who remain in this district, through deaths, or the greater attractiveness of other employments.

Phrase-spelling is taught with fair success in most of the schools, but the examination of the pupils on the subject-matter of their reading exercises is very often neglected, and their acquaintance with the mean-



ings of the difficult words confined to the explanations which are supplied at the head of the lessons, in the shape of brief sentences or synonymous words, which the pupils generally can repeat, but rarely understand the full force of.

*Arithmetic.*—During the past year the proficiency of 1,549 male, and 1,688 female pupils in this most important subject was tabulated, in addition, of course, to the large number of pupils who were examined on it at the ordinary inspections. Of the former, 624 males and 545 females displayed a reasonable acquaintance with the principles of numeration and notation, while 619 males and 629 females were proficient in simple subtraction; 219 of the former and 237 of the latter were acquainted with compound division, and 84 males and 50 females with the more advanced rules of proportion and practice.

Comparing the foregoing numbers with the gross numbers of those of each sex who had been examined, the proficiency of the male pupils will appear as 40·2, 39·9, 14·1, and 5·4 per cent., while that of the females will be represented by the proportions of 32·3, 37·3, 14·4, and 2·9, respectively.

At all the stages, except compound division, the results of the teaching appeared most satisfactory in the male schools, a fact which may be explained by the frequent neglect of mental arithmetic, and even of all reference to the blackboards during the ordinary arithmetical exercises, by many female teachers.

Again, comparing the gross results with those obtained in 1869, I find an increase from 32·7 to 36·1 per cent. in the number of male children who passed the standard for notation; a decline from 39·3 to 38·5 in that adopted for simple rules; an increase from 13·9 to 14·1 for compound rules, and a decline from 4·4 to 4·1 in the more advanced rules. This last falling off, though not considerable in amount, is certainly discouraging, and shows a corresponding want of zeal on the part of the teachers.

*Pennmanship.*—The number of pupils who had made fair elementary progress at writing was represented for the year 1868, and the two which followed it, by the figures 937, 1,403, and 1,174, or, compared to the gross numbers so examined, by 48·5, 49·1, and 42·3 per cent.; while the pupils who displayed respectable proficiency in this most necessary department were represented by the numbers 389, 455, and 463, or by the per-centages (for the corresponding years) of 20·1, 15·6, and 16·7; a result which seems to indicate that, while the instruction of the advanced pupils became slightly more effective during the past year, the superintendence of the junior classes has been greatly neglected. This is still more remarkable when we enter into the details for the past year, for I find on calculating the number of male pupils who displayed fair progress (for beginners), that they averaged 44·0 per cent., and the female pupils only 40·8, while those of the latter who had become proficient in this branch formed 18·3 per cent. of the whole number, and the male pupils only 14·7. This can be understood when we consider the reluctance which teachers who had been accustomed to angular hand during their own school-days evince when required to superintend the copying of rounded characters by their junior pupils.

*Writing from Dictation.*—The number of pupils who, with reasonable accuracy, could write a sentence dictated to them from one of the early lesson books, formed a proportion of 61·9 per cent. to the total number examined during the past year. In the returns for 1869 it had been represented by the numbers 62·9, there has therefore been a slight decrease in the per-centage for the past year,

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On the other hand, 377 pupils (or 14·3 of the whole number) were able to write down with correct spelling any passage read to them from the more advanced lesson books. The number 365 (or 12·4 per cent.) represented a similar result for the previous year.

On the whole, "writing from dictation" is a branch that is taught with fair success in most schools of this district; but exercises in composition, where the topics only are suggested by the teacher, and the pupils have both to supply facts and clothe them in language of their own, are rarely attempted in any school of the district.

*Grammar.*—In the year 1869, 1,449 pupils (or 37·7 per cent. of the entire number examined in grammar) were found to be fairly acquainted with the parts of speech which most frequently occur, such as the "noun," "verb," &c., and could select examples of them out of any ordinary sentence; while of this number 277 (7·2 per cent.) displayed reasonable acquaintance with "syntactical parsing."

During the past year I found 474 boys and 531 girls (34·2 per cent. of all the pupils) who were acquainted with the rudiments of "simple parsing," and of this number 97 boys and 151 girls (6·7 per cent.) were fairly proficient at "syntactical parsing."

The number of female pupils that passed under examination in this branch, and the proportion of them who had made satisfactory progress, were higher than those met with in male schools, a result that might have been anticipated from my previous remarks under the head of "reading."

*Geography.*—In the reports for 1869, and previous years, I alluded in very unfavourable terms to the manner in which this most interesting and instructive branch is taught in most National schools.

The number of pupils who exhibited, during the past year, even a slight acquaintance with the outlines of the map of the world, bore a proportion of scarce 25·0 per cent. to the entire number who submitted themselves for examination. While the pupils who were able to answer satisfactorily about the geography of their native islands, and the adjoining continent, numbered only 97 males and 117 females (or a proportion of 4·7 per cent.); only two of those pupils appeared to possess an adequate knowledge of the leading facts and theories which are described in the "Geography Generalized."

As the tables for 1869 gave a per-centage of 28·0 per cent. for the proportional number of pupils who satisfied the requirements of the lowest standard, 4·6 for the next, and 0·3 per cent. for the most difficult, the retrospect is still more unsatisfactory on the present occasion.

*Needlework.*—In consequence of the obstacles which most teachers encounter in securing materials for the industrial instruction of their pupils, difficulties which, in great part, would vanish on the display of sufficient zeal and earnestness on their side, the industrial results can scarcely be estimated with more than an approximation to the truth. With this reservation I may describe the number of girls who exhibited specimens of needlework during the past year as 1,656; and of these 689 (41·6 per cent.) appeared to possess average skill in "hemming," "backstitching," &c.; 104 (6·8) were also proficient at knitting, but a much larger number, I suspect, had been instructed by their mothers at home, and did not think it necessary to practise that description of work during school-hours. Thirteen girls (0·8 per cent.) were qualified to act as dress-makers—at least for the use of their own families. The corresponding returns for the year 1869 amounted to 576, 145, and 43 girls, or an average of 37·9, 9·6, and 2·8 per cent., respectively.

*Extra Branches.*—Singing, taught in 38 schools; number learning, 2,135; general proficiency, pretty fair.

*Drawing*, taught in 12 schools; number learning, 203; general proficiency, very moderate.

*Agriculture*, taught in 14 schools; number learning, 150; general proficiency, moderate.

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Proficiency of Pupils found in attendance at inspections made during the year.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	9	11	Very moderate.
Geometry, . . . .	8	29	Do.
Algebra, . . . .	6	15	Do.
Book-keeping, . . . .	12	30	Moderate.

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In my reports for 1869 and previous years I described so fully the causes which then retarded, and still retard, the progress of education in this and many other school districts, that it appears quite unnecessary to allude to them, except very briefly on the present occasion. The following are the most serious obstacles which, I think, deserve attention:—

(1.) The wholly inadequate remuneration which the teachers of convent and ordinary National schools, the former especially, receive for their invaluable services to the community.

(2.) The constant drain which emigration and the necessities of the commercial world and civil service maintain in relation to the best portion of our teaching staff, and to the sources from which the latter would under more favourable circumstances be recruited.

(3.) The increasing want of energy which many hitherto deserving teachers exhibit in the performance of their ordinary duties, resulting, I have reason to believe, from a feeling of despondency (which is produced in most of those cases by the apathy or avowed hostility to the National system on the part of their managers), and not from any unwillingness on their own part to fulfil their duties in a conscientious manner. The hopes also of increased emoluments and of admission to the advantages of a training institution have remained so long unfulfilled that a feeling of restlessness, and even of insubordination, has begun to extend amongst some of the teachers, generally the least efficient portion of them.

(4.) The irregular attendance of the pupils generally, and the slow rate of progress which many of them maintain during the limited number of years which is allowed, owing to the poverty of the parents, for their school attendance. This period begins at a somewhat earlier age in the case of the male pupils, and terminates sooner than those which prevail where female children are concerned, as will appear from the following calculations:—

Dividing all the pupils who were met with at (Secondary No. 1) inspections—the only occasions when their ages are inquired into—into two classes, viz., (a) those who had not yet reached the age of ten years, and (b) those who had already attained or passed that age, I find the two classes represented by these proportions:—

(a) Males, . . . .	68.2 per cent.	Females, . . . .	59.8 per cent.
(b) " . . . .	30.8 " . . . .	" . . . .	40.2 " . . . .

Again, representing by proportionate numbers (c) all pupils who had not yet reached the age of seven years, and (d) those who had passed that of twelve, I find the following results:—

(c) Males, . . . .	29.7 per cent.	Females, . . . .	27.6 per cent.
(d) " . . . .	15.5 " . . . .	" . . . .	19.9 " . . . .

It appears evident, therefore, from these four tables that female children do not generally commence their school at quite so early a period

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of life as the male portion of the juvenile community, but that the latter begin the struggle for a livelihood, or at least discontinue their attendance at school, much sooner than their fellow-pupils of the other sex. Many circumstances which have been already referred to in my general remarks respecting the proficiency of the school children during the past year may be accounted for in the same way.

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District 38, Dublin, South; Mr. O'Carroll.—*Reading* (including oral spelling and explanation).—To show the progress in reading, the simplest way appears to be a comparison of the tables of 1869 and 1870. First, I will give the classification of the pupils present at the Secondary No. 1 inspection in each year:—

	In 1869.			In 1870.		
	Males.	Females.	Total.	Males.	Females.	Total.
In First Book, . . . .	1,687	2,234	3,921	1,738	2,236	3,974
In Second „ . . . .	712	1,140	1,852	745	1,146	1,891
In Third „ . . . .	220	537	757	203	544	749
In Fourth „ . . . .	66	261	317	93	248	341
In Fifth „ . . . .	—	21	21	—	75	75
	2,685	4,193	6,878	2,781	4,249	7,030

Of the above numbers the infants unable to read, in 1869, were . . . 1,734  
 „ „ „ „ 1870, „ . . . 1,465

I should here remark, that of the 75 marked for Fifth Book in 1870, 50 were paid monitors in three convent schools, and should be deducted from the number present, leaving 6,980 as the number of pupils present at the Secondary No. 1 inspection in 1870, or only 112 more than in the previous year, while the non-readers in 1870 had decreased by 69.

I will now compare the marks for reading in each year, against 5,116 returned as able to read in 1869. There were 5,365 returned in 1870.

	In 1869.			In 1870.		
	Males.	Females.	Total.	Males.	Females.	Total.
Able to read in First Book correctly, . . . .	776	1,276	2,052	901	1,301	2,202
„ „ Second „ „ „ . . . .	523	909	1,431	584	918	1,502
„ „ Third „ „ and above correctly, . . . .	244	648	892	266	689	955
	1,548	2,827	4,375	1,751	2,908	4,659

The number present in 1870 exceeded by 112 the number present in 1869, but the marks for correct reading in 1870 exceeded those of the former year by 284. It also appears, that while the marks for the boys increased in 1870 by 203, those for the girls increased by only 81.

*Arithmetic.*—The number examined in arithmetic in 1869 was 1,276 males and 2,505 females, or 3,781, while in 1870 the number was 1,429 males and 2,566 females, or 3,995, being an increase of 214 on the former year.

*Marks for arithmetic:—*

	In 1869.			In 1870.		
	Males.	Females.	Total.	Males.	Females.	Total.
Able to set down millions, . . . .	394	703	1,097	469	646	1,115
Able to work sums in subtraction, . . . .	393	710	1,103	433	553	986
Able to work sums in division of money, . . . .	188	313	501	219	340	559
Able to work sums in proportion, . . . .	112	129	241	144	163	307
	1,087	1,855	2,942	1,265	1,702	2,967

The number of marks compared with the number examined is not satisfactory. But it should be recollected that unless the pupils can set down or subtract millions correctly, they can get no mark for the simple rules. Thus, the first class and most of the second, or more than half the pupils learning arithmetic are deprived of any mark on the proficiency table, as their programme does not require them to know notation and subtraction of millions.

On examining the tables I find a falling off in the girls' classes; they failed both in notation and subtraction. But while the columns for the girls exhibit a decrease in the elementary rules, in the higher rules they have progressed, and the boys have an increased number of marks for 1870 in all the rules.

*Penmanship.*—The number examined in writing in 1869 was 975 males, and 1,889 females, or 2,864. In 1870 the number was 1,123 males, and 2,073 females, or 3,196.

The marks were—

	In 1869.			In 1870.		
	Males.	Females.	Total.	Males.	Females.	Total.
Able to write fairly, . . .	112	129	241	279	587	866
Able to write with ease, . .	249	642	891	90	180	279
	<u>361</u>	<u>771</u>	<u>1,132</u>	<u>378</u>	<u>767</u>	<u>1,145</u>

The table for 1870 shows a large increase of those "able to write fairly," but a corresponding decrease of those "able to write with ease." While the number of writers increased by 332 in 1870, those who deserved marks exhibit only an increase of 13. This can be accounted for by the fact that the increase in the number of writers was in the junior classes. But, as none of those can be expected to write a *fair hand*, they have no place on the proficiency table; thus, while the number of writers has increased considerably, the number of good writers has decreased. Perhaps the teachers having now to give more time to the junior classes, neglect the senior.

*Writing from Dictation.*—The number examined in dictation in 1869 was 359 males, and 955 females, or 1,314. In 1870 the number examined was 327 males, and 827 females, or 1,154.

The marks were—

	For 1869.			For 1870.		
	Males.	Females.	Total.	Males.	Females.	Total.
Able to write a sentence tolerably, . . .	87	309	396	84	163	247
Able to write a sentence with ease, . . .	138	349	487	160	397	557
	<u>225</u>	<u>658</u>	<u>883</u>	<u>244</u>	<u>560</u>	<u>804</u>

The per-centage in 1869 to the number examined was 67·2.

" " 1870 " " 69·1.

Writing from dictation is not required by the programme from the junior classes. But, in this district, four-fifths of the pupils are in the junior classes. Yet, except for reading, they have no place on the proficiency table.

*Grammar.*—The number examined in grammar in 1869 was 699 males, and 1,603 females—total, 2,302; against 713 males, and 1,369 females, or 2,082 examined in 1870.

Appendix D.  
Proficiency of Pupils found in attendance at Inspections made during the year.

## Appendix D.

The marks obtained were—

Proficiency of Pupils shown in attendance at inspections made during the year.

	In 1869.			In 1870.		
	Males.	Females.	Total.	Males.	Females.	Total.
Parts of speech only, . . .	219	532	751	263	614	877
Able to parse, . . .	51	136	187	70	128	198
	270	668	938	323	742	1,065

The number examined in grammar last year was less by 220 than in the previous year. But the marks for 1870 exceeded those for 1869 by 127.

*Geography.*—The number examined in geography in 1869 was 901 males, and 1,749 females—total, 2,650. The number in 1870 was 810 males, and 1,390 females—total, 2,200.

The marks obtained were—

	In 1869.			In 1870.		
	Males.	Females.	Total.	Males.	Females.	Total.
Know outlines of map of world only, . . .	247	400	650	265	524	789
Europe and Ireland, . . .	166	391	557	178	284	462
General course, . . .	—	—	—	—	22	22
	413	800	1,213	443	830	1,273

The number examined in geography in 1870 was less by 450 than the number examined in 1869; yet, the marks in 1870 were 60 more than in the previous year.

Neither grammar nor geography are now required from the first class or junior drafts of the second.

*Needlework.*—This branch is taught in 34 schools, and in some, especially the convent schools, with great success.

*Extra Branches.—Singing.*—Singing is taught in 38 schools; number learning, 3,580; general proficiency pretty fair.

*Drawing.*—Drawing is taught in 10 schools; number learning, 493; general proficiency very middling, except in Daggot-street and Inchicore.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . . .	2	10	Merely elementary.
Geometry, . . . . .	5	11	Do.
Algebra, . . . . .	1	5	Do.
Book-keeping, . . . . .	2	17	Do.
Physical and Applied Science, . . . . .	1	15	Do.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

Whether the state of the school buildings, or the average attendance of pupils, or their literary progress be considered, the National schools of this district are, in my opinion, not stationary but progressing.

*School Accommodation.*—In my report for 1869 I called attention to the improvement in school buildings which had taken place within the previous year. I will now briefly state that within the last four or five years 7 new school-houses have been built, and are now in operation; 2 at Roundtown; 1 at Rathfarnham; 1 at Fir House; 1 in Lower Essex-street; 1 in Townsend-street, and 1 at Donnybrook; the cost cannot have been much under £8,000. They afford suitable accommodation to the pupils of 10 separate schools, and have an average attendance of 1,350 pupils, or more than one-sixth of all the pupils attending National schools in the district. During the same period 7 or 8 school-houses which were in very bad repair, or inconveniently small, have been either thoroughly repaired, or, where necessary, the pupils have been transferred to a more suitable building, viz.:—St. Audeon's male and female; John-street

female and infant; Tallaght male and female, and Dolphin's-barn; while 2 being totally unfit for school purposes were struck off. Those are great improvements in a district long remarkable for the wretched accommodation of its National school-houses.

*Average Attendance.*—The average attendance of the 82 schools in operation in 1869 was 7,323, against 7,372, which was the average of 83 in operation in 1870.

Those averages were taken at the chief inspection of the schools in each year. The number present at that inspection in 1869 was 7,319; while the number present at the corresponding inspection in 1870 was 7,446, or including Dounybrook, 7,504. This is in excess of the ages table, but that table contains only those schools on which secondary number one reports were made, including model schools and new schools. Again, in the 61 ordinary day schools, which were in operation in 1866, and are still in operation, the aggregate average attendance in 1866 at the chief inspection was 4,527; in 1870 it was 4,658, being an increase of 131. In the 8 convent schools in 1866, the average attendance was 1,728, but in 1870 it was 1,970, being an increase of 242. Thus, those 69 schools had in 1870 an increase of 373 in their average attendance compared with the year 1866.

*Literary Progress.*—At the secondary number one inspection, as will appear from the proficiency tables of each year, the marks for literary progress in 1870 exceeded by 430 those obtained in 1869, while the number examined in 1870 exceeded by 240 the number examined in the previous year. It will be seen too that the improvement was much greater in the male than in the female schools. Probably the attention of the public, so strongly directed of late years to the subject of National Education, has contributed to this result. But, undoubtedly, the schools have improved in their accommodation, and, though in a less degree, in the average attendance and literary attainments of their pupils. If the progress has not been greater, and if some of the boys' schools are still in a very unsatisfactory state, much of their low condition is attributable to the want of sufficient teaching power. Assistants and well qualified monitors are not to be had for the male schools. The salary is insufficient. Haddington-road, St. Peter's male, junior, Rathmines male, St. Andrew's male, St. Catherine's male—all require assistants. But no persons competent and willing to fill the vacant places can now be had.

*Report of the Primary Commissioners.*—I consider the attendance and efficiency of the National schools would be very considerably increased indeed by adopting several of the recommendations of the Primary Commissioners. I particularly allude, under the head "proficiency and management," to numbers 1 and 4; "school buildings," number 14; "attendance," number 16; "Government contributions," numbers 32, 33, and 34; "school books," numbers 37 and 38; "religious teaching," numbers 42 and 44\*; "salaries of teachers," number 50; "convent and monastic schools," numbers 71, 72, 73, 74, 75, and 76; "twining," numbers 88, 94, 95, 96, and 100. I merely state my opinion, as I would have done, had I been questioned on those points when I was under examination by the Primary Commissioners in 1868. I believe the adoption of the 24 recommendations I have enumerated would double the National school attendance in this district, and, by removing objections of long standing and great moment, give an immense impetus to National Education. It is, I trust, right for me to state my candid opinion, for I know of no way by which the great end in view can be so effectually attained as by adopting those recommendations as far as possible.

\* With the consent of the parents and guardians of the pupils, which should be obtained before making application. The local opinion also to be ascertained in each case.

*Appendix D.*  
Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*Appendix D. General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

Proficiency of Pupils found in attendance at inspections made during the year.

**District 39, Carlow; Mr. Hanlon.**—*Reading* (including oral spelling and explanation).—I do not consider the proficiency of the pupils examined in this subject as satisfactory. The reading is in general indistinct and deficient in intelligence. Oral spelling does not receive as much attention in the schools as its importance requires, while the explanation of the words of the lessons is almost totally neglected. I examined 4,394 pupils under this head, and found 907 able to read fairly the lessons of First Book, 1,178 able to read the Second Book, and 1,003 able to read Third and Fourth Books.

*Arithmetic.*—Out of 2,564 pupils examined by me in arithmetic, 1,064 were able to write down numbers to millions, 1,404 were able to work simple subtraction, 563 could work sums in division of money, and 243 could work questions in proportion and practice. I do not think this a satisfactory return, especially in the lower rules. I hope to be able to report very considerable improvement in this subject during the coming year.

*Penmanship.*—The proficiency of the pupils in this district in penmanship is far from satisfactory. Out of 4,394 pupils who were examined under the head "Reading," and all of whom were quite old enough to learn to write, I found but 2,772 who had begun to learn this very necessary branch of their school course, the remainder being erroneously considered by the teachers as too young to commence learning to write. Of the 2,772 pupils who were learning the subject, there were but 1,303 able to write "fairly," and 219 who could write "with ease and freedom." It is of the greatest importance in the teaching of penmanship that the children commence to use paper as early as possible. With this view I require the teachers to make the senior draft of first class commence on Foster's copy-book No. 1. By ordinary attention a pupil commencing in this way will be able to write fair small-hand by the time he reaches the senior draft of second class; and if he continue at school long enough to reach the senior division of third class or to fourth class, there is nothing to prevent him being able to write "with ease and freedom."

*Writing from Dictation.*—In this exercise I examined 1,278 pupils, of whom I found 601 able to write sentences fairly, and 254 who could perform the exercise with satisfactory correctness, and 363 pupils failed. I do not think the subject receives sufficient attention in most of the schools, nor is the exercise commenced at a sufficiently early stage. I have required the teachers to begin to teach the subject in second class, the junior draft of which copy sentences on slates from their lesson book, while the senior draft of this class write sentences from dictation two or three times every week.

*Grammar.*—The proficiency of the pupils examined by me in grammar is decidedly unsatisfactory. This arises, in a great measure, from the anxiety of the parents to have their children devote as much of their attention as possible to the useful branches of reading, writing, and arithmetic during the time they can spare them at school. Out of 2,549 pupils whom I examined, I found but 525 "acquainted with the parts of speech," and 206 who were able to parse syntactically.

*Geography.*—In this subject the proficiency is even lower than in grammar. The schools are in general fairly supplied with maps, but the teachers do not make much use of them in imparting geographical knowledge to their pupils. This may be accounted for in the same manner as for the low proficiency in grammar—the desire of the parents to have their children attend while they remain at school to the utter



sary subjects—and the anxiety of the teachers to carry out the wishes of the parents regarding the education of their children. I examined 2,569 pupils in geography, and of these I found 638 who had some knowledge of the map of the world, 198 knew the geography of the maps of Europe and Ireland, and only 24 who were acquainted with a general course of geography.

*Needlework.*—Needlework is taught in 55 schools in the district, but, except in those schools where there is a special workmistress, or in convent schools, not with anything like satisfactory results. The great drawback to the success of this department is the difficulty of providing the children with materials upon which to learn the different branches.

*Extra Branches.*—*Singing*, taught in 15 schools; number learning, 587; general proficiency, middling.

*Drawing*, taught in 1 school; number learning, 24; general proficiency, tolerable.

*Agriculture*, taught in 1 school; number learning, 35; general proficiency, good.

The Agricultural Class Book is taught with fair success in 10 schools, and without any marked effect as yet in 14 schools.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	8	14	Poor.
Geometry, . . . .	3	17	Do.
Algebra, . . . .	3	10	Do.
Book-keeping, . . . .	2	11	Fair.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

The condition and prospects of National education in this district are not encouraging. A large number of the teachers are badly prepared for the proper and efficient discharge of their duties; 62 per cent. of them are untrained, while 73 per cent. have not reached a higher grade than third class. Notwithstanding that so many of the teachers thus rank so low in point of classification, and consequently have it within their own power to add materially to their incomes by study, and by diligence and attention in conducting their schools, it is a remarkable fact, and one that speaks badly for their industry, and ambition to reach the higher grades of classification, that not a single teacher in the entire district has made application to me to be permitted to attend the examinations with the view to promotion in the coming year. It is true that some very useful and highly deserving teachers are to be found in third class, but I am sorry to say that very few men of this type are to be met with in this district.

I can see no remedy for this state of things so long as the teachers, as a body, are so poorly paid, as undoubtedly they are for the important duties they discharge towards the public. Sufficient remuneration must be offered to induce men of superior abilities to those who now present themselves, not only to enter the service, but also to continue in it. It is much to be regretted that very little efforts are made by local parties to supplement the salary given by the Board either by school-fees or local endowments. The school-fees are miserably small, while local contributions are given in but a few of the schools. It would be difficult to determine whether the managers, the parents of the pupils, or the teachers themselves are most in fault for this lack of school payments. The managers might increase the income of their teachers a good deal by aiding them more than they do in demanding higher school-fees, and

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Appendix  
Proficiency  
of Pupils  
found in  
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year



and Third Books; and as regards intelligent exposition of words and phrases unfamiliar to the pupils, and useful commentary upon the matter of lessons, the very serious deficiencies so often adverted to by numerous inspectors continue to exist.

*Time for reading &c. too short.*—I must here observe that the defects I have mentioned are not wholly attributable to ignorance, unskilfulness, or neglect on the part of the teacher. As the routine of school-work is arranged under the present programme of instruction, the time practically available for "reading, oral spelling, and explanation" of the daily lessons is entirely inadequate. It is well to admit frankly that the school hours are too short for the number of subjects attempted, and that even the most skilful, and most zealous teacher's work must in some of these subjects fall short of the deliberation and thoroughness which are abstractly desirable.

During the half-hour reading lessons, only one of which, as a rule, can be given each day to the senior classes, the teacher must in general attend to the reading, successively, of three or even four groups of scholars, who during the same half-hour have, each group, a different lesson. He is at the same time to give some attention to the other half of his classes, who write or cipher at the desks, while the first section read; and without doubt, the general order of the school makes frequent demands upon his attention. The junior classes have usually two reading lessons each day, as their course includes fewer subjects, but while they read or spell at their circles on the floor, the written exercises of the senior classes, unavoidably regarded by the teachers as of the greater consequence, are proceeding at the desks. This difficulty, as to time, is of radical importance. Under the arrangement I have mentioned, which seems to be the very best that is practicable with the present programme, and the present school hours, the time per day during which each group, or draft of scholars, receives direct personal instruction from the teacher in reading, spelling, and explanation of the lesson books, cannot, according to my best judgment, amount fully to *fifteen minutes*. In rural schools, at least, the hours of business were formerly much longer than at present; they were gradually curtailed in imitation of the time-tables adopted in the model schools, the disparity in reference to teaching power between the two classes of schools having been conveniently overlooked. Meanwhile, the tendency has been to increase the number of subjects, and the demands of an official character upon the teacher's time—demands which no doubt ought to be satisfied outside the school hours, but very often are not. I apprehend that the opposite course must be pursued, if we are to have any thorough teaching; the hours of business must be somewhat lengthened, or the less essential subjects excluded from the school course.

*Penmanship.*—This branch has not continued to improve. I had hoped it would. The per-centages of writers who obtained marks as able respectively to write (1) "fairly," (2) "a good hand with ease and freedom," are lower for 1870 than for 1869. In spite of reiterated suggestions, the actual teaching of penmanship is in too many schools habitually neglected, the teachers in those cases apparently regarding the copy-books with engraved head-lines as self-acting in the matter of instruction. The proportion of junior scholars writing on paper instead of slate has increased largely. One can see clearly, however, that the first copy-books of Mr. Vere Foster's series contains characters too small for imitation by children of six or seven years. They are often used by still younger children. The black board is not used often enough as an auxiliary in the teaching of details. I see reasons to regret that the

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As the teachers continue to represent the difficulty of providing material for exercise pieces for beginners, or for use when the senior girls have not wearables to work at, I would suggest that fine calico stamped "National School," to prevent misuse, and marked in squares, be included amongst the sewing materials on the Board's list.

*Extra Brachies.*—*Singing*, taught in 13 schools; number learning, 463; general proficiency, pretty fair. The practical results are on the whole satisfactory, in very few cases is the theoretical part of Hullah's system taught with any success.

*Drawing*, taught in 1 school; number learning, 43; general proficiency, moderate. In another school a teacher having a certificate for drawing has opened a class towards the close of year.

*Agriculture*, taught in 37 schools; number learning, 227; general proficiency, moderate. There is seldom time for examination in this branch, and such examination has not, to my knowledge, hitherto been suggested to the ordinary Inspectors.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	21	60	Tolerable.
Geometry, . . . .	10	39	Poor.
Algebra, . . . .	4	21	Tolerable.
Book-keeping, . . . .	9	23	Moderate.
Trigonometry, . . . .	1	1	Not examined; an exceptional pupil.
Navigation, . . . .	1	1	

It will be understood that the foregoing numbers are those found in attendance at one inspection within the year, and learning the several branches named.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

A general view of the schools under my superintendence is at present by no means encouraging. Schools conducted with vigour and real efficiency are in a decided minority. To the teachers—the males especially—"the time is out of joint"; the position of schoolmaster is less valued here than in the south and west of Ireland; from year to year the supply of skilled or capable men is falling more and more markedly, and most of the teachers now in office, if not deeply discontented, are dependant of the future of the system under which they serve, and unhinged by the protracted agitation of their claims. In this most untoward condition of affairs, the schools are declining in efficiency at a rate which is likely to increase so long as the questions of remuneration and the training of teachers shall remain in suspense.

While this suspense induces slackness and apathy in many teachers, it leads many of the local patrons to acquiesce in the continuance of circumstances which they admit to be adverse to the well-being of the schools. Cases are rather numerous in this district in which old teachers, no longer successful in their calling, are retained because the managers consider that it would be cruel to remove them pending the adoption of such an arrangement for retiring pensions as the teachers venture to hope for. I may add that very needful improvements as regards school-buildings are postponed, through an impression that under an altered system public money will be obtainable upon easier conditions than at present.

In this district the staff of teachers has of late been disturbed to an extent unparalleled in my previous experience. Including removals taking effect from the 1st January, 1871, 19 principal teachers have left their schools since 1st January, 1870; 2 of these changed their positions twice during the year. There were 6 voluntary resignations; 1

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retirement with a gratuity in consideration of very long service; 5 teachers were dismissed by the Board for misconduct or continued inefficiency, and the remaining 7 were either discharged by the managers or found it advisable to resign.

Through the scarcity of qualified male candidates females continue to receive appointments over schools attended by both boys and girls. There are now 17 of these "Daim Schools" in this district—in 1865 there were but seven. Several causes contribute to the growing preference of females in the smaller and less-paying schools for both sexes. The main consideration, of course, is that their services can be had cheaper. Teacherships are readily accepted by young women of families whose sons look for more profitable employment. Girls are steadier for their age, and are found to be more amenable to the control of school managers. Further—a point of no slight consequence—if their relatives do not live near the school, they can find lodgings in the neighbourhood far more readily than men could.

On the other hand it should not be forgotten that the school under a girl-teacher is often the sole school accessible to the boys of an extensive district. Parents in some such cases are known to complain of the arrangement, and it must be confessed that they may, with some reason, hold a State system of education to be lame and inadequate which does not bring within reach of their sons a better course of instruction than a young and often a very inexperienced schoolmistress can give.

It is almost certain, however, that the proportion of female teachers will increase over the whole country, as it has done so remarkably in America, where women by hundreds are principals of superior schools—some of them classical and scientific, as well as of common schools, attended by boys. Even should the emoluments of National schoolmasters be very substantially improved, young men of the rising generation, who may possess average energy as well as intelligence, are likely to find little attraction in the position of teacher. It is a post too subordinate, a life too monotonous, too closely restricted and too carefully watched, to be other than distasteful to the aspiring and rather restless youth of the present and coming time. Either young women should be prepared to give a somewhat higher course of instruction—and there is no natural bar to their acquiring as much knowledge of the "extra branches" as is required for our schools—or the standard of teaching for boys must in many places be seriously lowered.

In my report for 1868, I ventured to suggest that, as an experiment, an *optional* examination for schoolmistresses might be appointed in the higher rules of arithmetic, elementary geometry, mensuration and algebra. To females passing such an examination, the programme of which should of course be very moderate at first, certificates could be awarded, or some prizes in cases of special merit. If classes of girls are prepared in National schools for examination in physical sciences by the Department of Science and Art, is it unreasonable to ask that schoolmistresses should be encouraged to learn something of the "extra branches," which the boys, whom they may have for scholars, ought to have opportunities of learning?

Proficiency  
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*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 41, Portarlington; Mr. Coyle.—*Reading* (including oral spelling and explanation).—Well attended to, and fair success attained according to the pupil's class.

*Oral spelling*.—Good generally.

Explanation.—Generally deficient.

*Arithmetic*.—Fairly taught, and fair proficiency attained in practical operation, but theory of it not well or much taught, and little of it known.

*Penmanship*.—Much improved, and in some schools taught excellently. As a general rule the amount of supervision whilst the writing is going on is insufficient.

*Writing from Dictation*.—Well minded, and considerable progress made.

*Grammar* receives much attention. The progress made is not, in general, satisfactory.

Many have a smattering, half-mechanical knowledge of the parts of speech, but few have a thorough knowledge of them. The number able to parse fully an easy sentence is very limited.

*Geography*.—Very little true knowledge of it attained. Map tracing, or naming places without looking at the map, is about the utmost extent to which the teaching of it extends.

*Needlework* is fairly taught in nearly all the female schools.

*Extra Branches*.—*Singing*, taught in 11 schools; number learning, 736; general proficiency, pretty fair.

*Dancing*, taught in 9 schools; number learning, 560; general proficiency, good.

*Agriculture*, taught in 3 schools; number learning, 86; general proficiency, middling.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	6	16	Very trifling.
Geometry, . . . .	2	5	Do.
Algebra, . . . .	2	4	Do.
Book-keeping, . . . .	2	6	Middling.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

The great majority of the pupils have not advanced to Third Book, and in a majority of the schools there is no fourth or fifth class.

One cause of this want of progress is caused by the older pupils being kept at home engaged in farm work, in consequence of the high wages—which small farmers, and rich ones, too, avoid giving as far as is possible.

I believe no system of education, not compulsory by law, can prevent this obstacle to progress. In every part of the district facility is afforded for education to every person requiring or desiring it; and I think that is as much as can be expected from the State or from society.

Another cause is to be traced to inefficient, unskilled, and untrained teachers. I have so often adverted to this, I see no use in going over the same ground again.

The one remedy first to be applied is to raise the salary, and increase the income by local contribution, of the teachers, and to provide all with residences. This would induce men of ability to become teachers, and would encourage and reward the men of ability already in the public service as educationists.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 42.—No observations.

District 43, Thurles; Mr. Darcy.—*Reading* (including oral spelling and explanation).—The mode of teaching reading in most of the schools in this district admits of much improvement. In many cases the pupils

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Proficiency of Pupils found in attendance at inspections made during the year.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Proficiency of Pupils found in attendance at inspections made during the year.

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fail in pronouncing the words with sufficient distinctness, so that it is very difficult to hear and understand them at the distance of a few feet. This defect must be attributed to the negligence of the teachers, because it is not too much to expect, even from the lowest classed master, that he should teach his pupils to read loud enough to be heard, and distinctly enough to be understood.

Although I am little more than a year in this district, I can already note progress in this very important branch of knowledge, because at every inspection I am careful to examine myself in reading, and to impress on the teachers the necessity of close attention on their part, particularly as to a clear and distinct pronunciation of the words by the children.

In some few schools there is a fair amount of intelligence shown by the pupils when questioned on the subject of the lessons, and in explanation of difficult words and sentences. On the whole, the answering on the lessons is not satisfactory, and I endeavour to remedy this defect by pointing out to teachers the necessity of preparing written questions before teaching the lessons in the advanced classes, and submitting these questions to me when I visit the school.

*Arithmetic.*—On the whole the progress made in this subject during the year has been very fair. The principal defect on the part of the masters, when teaching arithmetic, is a desire to push their pupils into the advanced rules before they are fairly proficient in the elementary rules and arithmetical tables. The attention given to the explanation of the "Reasons of the Rules" is also noteworthy, and is a favourable feature in many schools during the past year. As proficiency in arithmetic is now frequently tested by "long tots," at competitive examinations, I have directed increased attention to be given to the compound rules in the advanced classes. The use of the black-board in teaching the first few rules in junior classes is also more general, but there is still much room for improvement in earnestness and skill on the part of teachers, and in attention and proficiency on the part of pupils, as to all the above points. This being one of the three rules which are facetiously called the three "R's," stands deservedly high in the estimation of parents, who are disposed wisely to measure the usefulness of a school by the proficiency of the pupils in this essential subject. On all occasions, therefore, I suggest that a very fair portion of the school-hours should be devoted to arithmetic. As far as I yet see the teachers show a willingness to act on my suggestions, and I look forward to satisfactory progress during the coming year.

*Pennmanship.*—Writing is well taught in about half the number of schools in this district; in the other half there is more or less deficiency. Although the copy-books supplied by the Board with engraved head-lines afford increased facility for teaching it, they are attended with one disadvantage. When the teacher has not a sufficient supply of these copy-books he frequently puts into the hands of the pupil one having head lines with which the child is altogether unable to deal. This is a mistake which I am careful to point out, and to impress on the teachers the necessity of proceeding step by step. There are a few schools where the masters don't take sufficient care to keep the copy-books clean, and to inculcate the importance of neatness when teaching penmanship.

*Writing from Dictation.*—The progress made during the year in spelling from dictation has been on the whole very fair. On the occasion of each inspection I never omit examining the advanced classes in this essential subject. In some cases, owing to want of space, I find it



difficult to place the pupils sufficiently apart to prevent prompting, and to show the necessity of self-reliance. The rules for making capital letters and for dividing words into their proper syllables receive more attention than heretofore. When writing from dictation pupils generally use slates and long slate pencils; paper is not often used. Still the use of paper is attended with many advantages, and it is very pleasing when the children in the advanced classes exhibit their dictation copy-books where the mistakes are carefully marked by the teacher. I always regard such exercises as among the best evidences of the earnestness and efficiency of a schoolmaster.

*Grammar.*—When we take into consideration the difficulties this subject presents to the children who attend our schools, I feel no hesitation in stating that the progress made during the year has been as satisfactory as can be fairly expected.

The pupils in the fourth classes are generally able to parse a plain sentence, and repeat the principal rules of syntax; and the third classes show a fair acquaintance with the parts of speech, while the children in the highest division of second class can generally distinguish the noun, adjective, and verb. If teachers were careful to make the advanced pupils learn thoroughly the conjugation of a regular verb through all the moods and tenses, their knowledge of grammar would be in most cases more satisfactory.

*Geography.*—When I took charge of this district I found the large maps in many schools so old and worn as to be nearly useless. These maps were originally granted as free stock by the Board, and when they were worn out the local parties failed to provide another supply. Managers and teachers were so long accustomed to receive maps and other requisites gratuitously from the State that many of them seem to have forgotten the necessity of making any local exertion. The large maps of the world, Europe, the British Isles, and Ireland, which are the most useful, have been lately provided in several cases, and I expect to see them ordered in many more. The proficiency of the pupils in geography in the greater number of schools is still low, although some progress has been made during the year. Teachers often complain that the parents are unwilling that their children should spend any time learning geography. However, energy well directed on the part of the Inspector, seconded by the managers, shall succeed in supplying all useful school appliances.

*Needlework.*—This important branch of female industry has received increased attention during the past year. In all the schools in which plain needlework is taught I have suggested that each girl learning it should be provided with a small piece of linen or calico, which should be kept specially for the Inspector's visit. During my inspection these pupils are to execute specimens of plain work, which will enable me to form an opinion of their proficiency, and, if preserved and exhibited on the occasion of my next visit, will test the progress made by the pupil. Knitting has also been fairly attended to in the greater number of schools.

*Extra Branches.*—*Singing*, taught in 5 schools; number learning, 335; general proficiency, satisfactory.

*Drawing*, taught in 3 schools; number learning, 61; general proficiency, fair.

*Appendix D*  
Proficiency of Pupils found in attendance at inspections made during the year.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	5	18	Fair.
Geometry, . . . .	6	19	Do.
Algebra, . . . .	8	9	Do.
Book-keeping, . . . .	2	4	Very fair.

*Appendix D. General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

At the date of my former annual report I was only a few months in charge of this district, and my knowledge of the schools did not enable me to form an accurate opinion of their literary state. During the past year I devoted more than the average amount of time to the inspection of each school, in order to be able to estimate fairly the value of the teacher's usefulness.

Of the 112 schools in this district, 16 are conducted with a satisfactory amount of success and earnestness on the part of the teachers; and of these 16 a few have attained a very high state of efficiency. There are about 36 others where the pupils are fairly prepared, and the literary state of the remainder is, on the whole, rather low. In some cases the attendance is too numerous to be dealt with successfully by the teaching staff. This observation applies chiefly to mixed schools of boys and girls, who are often crowded together in the same room to an extent that I have not hitherto found in any part of Ireland. In many cases the teachers are lowly classed in consequence of their limited literary acquirements, and their deficiency in the necessary knowledge of school management, which can only be acquired by a course of training at a model school. In schools conducted by such teachers a satisfactory amount of proficiency on the part of the pupils cannot be expected.

The managers who, with three exceptions, are Catholic clergymen, are anxious that the children should attend the schools, and that the teachers should discharge their duties faithfully. The landed proprietors, apparently, stand apart, and take no interest in the education of the people.

The principal impediment that stands in the way of education is a difficulty to procure competent teachers, and the only way to remove this difficulty is to make the position of schoolmaster more desirable. An intelligent young man entering on the career of teacher has very little to depend on except the salary paid by the Board, and this at the commencement is not sufficient to procure the most common necessities of life; hence it happens that many of our schools are in the hands of incompetent masters. Local parties are ever willing to complain that the rate of salary paid by the Board is not sufficient to procure the services of a competent teacher; they seem to be totally forgetful that in every country the amount paid for education by the State is largely subsidized by local aid.

My experience of schools now extends over many years, and I can bear witness to the advance made by the people in intelligence since the National system of education was first established.

Proficiency of Pupils found in attendances at inspections made during the year.

*General Observations as to proficiency of pupils found in Attendance at Inspections made during the year.*

District 44, Athy; Mr. Adair.—*Reading* (including oral spelling and explanation).—The reading in this district is in general poor. The pupils do not speak out with sufficient fulness and freedom; their pronunciation is often faulty, and they fail in minding the pauses properly so as to bring out the sense of the text.

Spelling on the whole is very well attended to; but as regards explain-

tion of the words and matter of the lessons, improvement is desirable. I should like to see the teachers themselves better prepared on the subject-matter of our lesson-books.

*Arithmetic.*—Arithmetic is fairly taught as far as proportion and practice. Few, indeed, of the pupils of this district get beyond these rules.

Notation and numeration are very well taught in the junior classes. I have found many of the pupils of second class able to write down correctly numbers of seven places of figures, and as a general rule the pupils of the highest draft of first class are put to do simple addition on slates.

*Penmanship.*—On the whole the progress made in writing during the past year has been fairly satisfactory. As a rule, all the pupils above first class, and some of the advanced pupils of first class, write on paper.

*Writing from Dictation.*—Writing from dictation is very well attended to. All pupils above second class, and those constituting the highest draft of second class, write from dictation on slates, and in most schools the pupils of third and fourth classes write from dictation on paper. I encourage this latter practice as being the nearest approach to the end for which we learn to write at all, and also because it is satisfactory to look over the books and to see the work done by the pupils, and the corrections, &c., made by the teachers in the intervals of one's visits to the schools.

*Grammar.*—As regards grammar, I feel I might almost repeat myself in my remarks on this subject for 1869. "Simple parsing" is very fairly taught from the ordinary lessons in almost all the schools, and is very well taught in some. But real grammatical knowledge in the pupils of even the highest classes is to be met with in very few schools, if in any. The matter of the text-books is neither properly learned by the pupils nor properly and thoroughly discussed by the teachers to them. A bare task got off and repeated is of very little productive value. I find the analysis of sentences but little attended to, and this is only a natural sequence from what I have said above. Teachers cannot dispense to their pupils what they themselves are not in possession of. More exact and more philosophic views of grammar must be obtained by our teachers, and by them cultivated in their classes, before we shall be able to report that grammatical knowledge is satisfactory in our schools.

*Geography.*—I am happy to say that the practice of map teaching has very much improved since last year, as will appear from a comparison of the following numbers for 1869 and 1870 :—

	1869.	1870.
Acquainted with the outlines of map of the world only, .	768	1,078
" maps of Europe and Ireland, .	225	549
" a general course of geography, .	1	4

I believe this result to be owing, in a great measure, to the constant complaints I have been making in the schools as to the want of teaching the elements of geography from maps.

*Needlework.*—Needlework is fairly attended to, but not quite so well as I should like to see. During the past year I examined in sewing, &c., for the Secondary No. 1 Report, 1,123 girls. Of these, 576 could sew neatly, 546 could knit a stocking, and 51 could cut out very well. I must say, however, that I should like to see the pupils bringing to the schools more work from their homes to be made up for themselves or for members of their families.

*Extra Branches.*—Singing, taught in 8 schools; number learning, 627; general proficiency, rather poor; well taught in 4 schools.

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Proficiency  
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## Appendix D.

Proficiency of Pupils found in attendance at inspections made during the year.

*Drawing*, taught in 3 schools; number learning, 213; general proficiency, fair.

*Agriculture*, taught in 2 schools; number learning, 30; general proficiency, fair. One school is Athy Model, the other is Arlis Ordinary, lately taken into connexion.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . . .	23	69	} Poor in general. Few pupils beyond the mere rudiments.
Geometry, . . . . .	13	21	
Algebra, . . . . .	6	14	
Book-keeping, . . . . .	10	51	
Reasoning, . . . . .	1	2	

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

On the whole the state of education in this district is fairly satisfactory. The schools generally are well attended. The average attendance in each school for the year 1870 was 55.3. I consider this number rather above the average for *all the districts in Ireland*. The proportion the actual attendance bears to the number on rolls may be stated to be about 50 per cent.

The school-room accommodation in the district is fairly adequate to the wants of the population, and on the whole the rooms are fairly furnished and fitted up. There are, indeed, a few (about five) school-houses that are really unfit for school purposes. But there is reason to hope that at least two of these will be superseded by new and suitable houses in the course of the current year.

I am happy to say that I have not had occasion, during the past year, to make any very decidedly unfavourable report on the teachers. Any unfavourable reports I may have found it my duty to make had reference only to the state of the schools. As regards the moral conduct and social bearing of the teachers, I believe them to be without reproach. I believe them, almost without exception, to be painstaking and diligent, and devoted to teaching as the adopted profession of their life. No principal classed teacher has left the Board's service during the past year.

It is to be regretted that a larger proportion of the teaching body is not in the higher classes. I find that of 105 classed teachers in this district there are—in first class, 16; in second class, 35; and in third class, 54.

I have much pleasure in saying that I have invariably met with the most cordial co-operation at the hands of the managers. They are all much interested in the prosperity of the schools, and most of them take a great deal of pains in looking after them, which, I need hardly say, I very much like to see.

Proficiency of Pupils found in attendance at inspections made during the year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 45, Ennis; Mr. O'Driscoll.—*Reading* (Including oral spelling and explanation).—The reading of the senior classes in the majority of the schools of this district is, on the whole, satisfactory; but that of the junior classes is not so. A large number of the teachers appear satisfied if the reading of the junior classes be verbally correct; but they take little or no trouble to make the children group the words properly, to mark the pauses, and to read in a natural tone of voice.

Oral spelling, both of words and phrases, is well attended to in almost all the schools of this district. *Appendix D.*

I regret to have to repeat what I stated in my report for last year, viz.:—"That there was no subject, on the neglect of which I had so often to animadvert, as explanations of subject of lessons and of meaning of words." A large proportion of the teachers never explain the subject of the lessons or the meanings of sentences or clauses, in language intelligible to the pupils; and when examining them on the meanings of the words they are satisfied if the children can repeat the meanings given in the columns at the head of the lesson, although it was quite evident, from the manner in which the children gave their answers, they did not understand what they were saying.

*Arithmetic.*—Practical arithmetic receives due attention in almost every school of this district, and the proficiency attained by the pupils in this very important branch is, on the whole, satisfactory.

The rules, however, are not often explained in language, and in a manner simple enough for the pupils to understand, and mental arithmetic is not sufficiently practised.

*Pennmanship.*—In all the schools of the district, except a few, the teachers of which will not or cannot give due supervision, this branch is now taught with very fair success.

*Writing from Dictation.*—Writing from dictation is well attended to. In a large proportion of the schools the proficiency attained by the pupils in this very important branch is very fair—in some it is highly creditable—in only a few is it unsatisfactory.

*Grammar.*—This branch now receives due attention, but no more. The proficiency attained in it by the pupils is satisfactory.

*Geography.*—Like grammar, this subject receives as much attention as its importance deserves, but no more.

It is no longer regarded by the majority of the teachers as the subject to which they should devote most attention, to the neglect of other and more important branches.

The proficiency attained by the pupils in this subject is, generally speaking, satisfactory.

*Needlework.*—This branch continues to receive due attention in all the schools of the district under female teachers, and in those under male teachers in which a female assistant or workmistress is employed. The progress made by the girls in this, to them, most essential branch, is very satisfactory.

*Extra Branches.*—*Singing*, taught in 10 schools; number learning, 1,114. In 2 schools the proficiency is very poor; in 6 it is very satisfactory; in the remaining 2 it is fair.

*Drawing*, taught in 5 schools; number learning, 369. In 1 school the proficiency is very low; in the others it is highly satisfactory.

*Agriculture*, taught in 3 schools; number learning, 38. In 2 schools the proficiency is satisfactory; in the others it is fair.

The Agricultural Class Book is taught with fair success in 20 schools, and without any marked effect as yet in 21 schools.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	33	172	Good.
Geometry, . . . .	43	245	Very fair.
Algebra, . . . .	29	187	Fair.
Book-keeping, . . . .	28	165	Tolerable.
Trigonometry, . . . .	4	63	Fair.
Reasoning, . . . .	1	10	Very bad.
Navigation, . . . .	2	31	Fair.
Physical and Applied Science, . . . .	3	57	Fair.

*Appendix D General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

I am happy to be again able to report that the condition of National education in this district is satisfactory, and its prospects encouraging.

The managers continue to evince a desire to establish schools in localities unprovided with the means of education, and in place of the wretched hovels used as school-houses in many parts of this district.

During the past year two vested schools have been brought into operation, and grants made towards building eight others.

Three schools, to which building grants were made the previous year, are in process of erection, and will, I trust, be fit for the reception of pupils in a few weeks, and towards the end of the year applications were made for aid to build three other schools in places where they are very much needed. Three schools have been enlarged, and five others have been supplied with new desks and forms. Moreover, I have reason to know that before many weeks applications will be made to the Commissioners for aid towards building some five or six schools in localities in which schools are much wanted.

The teachers are devoted to their business as the chosen profession of their lives, and I do not know any of them anxious to leave the service unless more lucrative situations could be obtained. Their conduct during the past year has been very exemplary.

The chief impediments to the spread of education in this district are the want of schools in certain localities in which there are no schools at present, and of suitable houses in place of the wretched hovels used as school-houses in many parts of this district.

A good deal has been done during the past year towards having these hindrances removed, and I confidently expect a good deal more will be done during the ensuing year.

Proficiency of Pupils found in attendance at inspections made during the year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 46, Tipperary; Mr. J. Browne.—*Reading* (including oral spelling and explanation).—I regret to say that I am unable to report any progress in this branch during the past year, rather the reverse, inasmuch as the per-centage of all the pupils examined for S<sup>1</sup> Report who were "able to read the Third and higher books" is 2.5 per cent. less for 1870 than for 1869. This difference, however, may be partly accounted for by the fact that my detailed reports for the past year were mostly made in the summer term, when the schools were crowded with very young children. Had this class of reports been made in January, February, November, and December, the entire number of pupils examined would have been much less, but the per-centage of pupils passing in the higher branches would have been proportionably higher. Hence, unless the examinations for this report be made under exactly similar circumstances in any two years, which would be difficult to accomplish, all comparisons of the results obtained will be more or less deceptive. As reported in 1869, the reading of the several classes throughout the district is generally fluent and tolerably correct, but the style is still in many cases too low and very hurried, as if the pupils were repeating the passage from memory rather than reading it at sight. The pronunciation is, perhaps, as accurate as can be reasonably expected; in many cases it is really good, in others more or less modified by the prevalent local vulgarisms. Though the pupils generally appear to understand the drift

of the lessons read, they too frequently fail in verbal explanation. This is particularly the case in fourth class, whose lessons consist of a rather high style of composition for the comprehension of most children. Several pieces in this book, however excellent the lessons contained in them, are so ornate as to be utterly unintelligible to youthful readers. Yet these are the favourite lessons in most schools—most generally read, but little understood. Indeed, very few teachers appear to make any attempt to explain the unusual words of Latin and Greek origin, and the figurative language of such lessons as the first in Fourth Book. Such pieces are, I believe, calculated to foster a bad taste in composition—a preference of bombastic and high-sounding phrases on the part of our pupils to that unaffected simplicity of thought and expression which even a child can understand.

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Proficiency  
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attendance  
at inspections  
made during the  
year.

Oral phrase spelling is regularly practised in all the schools of the district with more or less success. It is still, however, one of the subjects on which failures are most frequently reported.

*Arithmetic.*—In all my inspections during the past year I have used every means I could avail myself of to prevent copying and prompting on the part of the pupils while under examination. This habit, which has been so justly stigmatized by the assistants to the late Royal Commission on Primary Education in this country, as the prevailing defect in the discipline of many of our schools, will, I hope, soon become very rare. The teachers, with very few exceptions, appear very earnest in their efforts to prevent it; hence, the results returned in this year's report are on this branch more reliable than those of previous years. And yet, notwithstanding the unfavourable circumstances already alluded to under which my detailed reports for the past year were made, the number "able to work a question in proportion or practice" shows a slight improvement over previous years. The results obtained in notation and simple subtraction may be considered satisfactory, but there is still very great room for improvement in the compound rules and in the higher branches. The pupils seldom exhibit that familiarity with the tables of weights and measures so absolutely necessary to rapid and accurate calculation, and the classes promoted to practice are not at the first stage sufficiently grounded on the table of aliquot parts.

*Pennmanship.*—This branch continues to be fairly taught. I regret, however, that I am unable to report any remarkable progress during the past year. In too many cases the overcrowded state of the rooms and want of desk accommodation prevent the due superintendence of the several writing lessons; and many teachers are very injudicious in the selection of copy-books for their junior pupils—supplying them with Nos. quite too high for their proficiency. In too many cases, also, the copy-books are kept in a very careless—often slovenly—manner, without order or arrangement of any kind, whence much valuable time is lost in their distribution when the writing lesson is announced. In such cases I have recommended the use of "class copy-book braces," consisting of two boards and strap, in which the books should be fastened when not in use.

*Writing from Dictation.*—Though this branch receives a very fair amount of attention, and the results are on the whole very fair, yet I regret to say that a considerably larger proportion of the pupils examined passed in each grade in 1869 than in 1870. It may be that my standard in the latter case was somewhat higher than in former years, yet, after making every allowance for this, I am convinced that the progress was on the whole year rather unsatisfactory, and I hope that at the end of the current year I may be able to report more favourably.

*Appendix D.*

Proficiency of Pupils found in attendance at inspections made during the year.

*Grammar.*—The general proficiency in this branch is moderate. The more advanced pupils of third class can readily distinguish the parts of speech—in some cases parse etymologically—while fourth-class pupils generally parse simple sentences fairly. Both these classes are supposed to prepare home tasks in Dr. Sullivan's Grammar. I must say, however, that the knowledge obtained in this way is very trifling. The lessons appear to be very imperfectly committed, hurriedly heard, and seldom carefully explained. Hence the pupils have frequently very confused or indistinct ideas on even the elementary parts of that work.

*Geography.*—This branch is rarely neglected in any of our schools. The pupils of second class are generally familiar with the simple outlines of the map of the world, including the boundaries and relative positions of the continents, and the principal islands, seas, bays, and straits, while the third and fourth classes have often a minute knowledge of the map of Ireland. But the careful preparation of the home lessons, so necessary to the storing of the mind and to the cultivation and strengthening of the memory, is too seldom enforced. Hence few, even of the more advanced pupils, have an accurate knowledge of those parts of their text-book which they are supposed to have already learned, and, even with these, failures on the elementary definitions are by no means rare.

*Needlework.*—This branch is taught in 59 schools in this district, in 23 cases with carefulness and success, and 19 cases fairly; while in 17 schools the style and execution of the work, or the limited supply of working materials found on hand at my several inspections, lead me to believe that very little skill, time, or attention, is devoted to it, and that the good effected in these cases is very trifling.

*Extra Branches.*—*Singing*, taught in 11 schools; number learning, 1,452; general proficiency, good in 4 schools, fair in the others.

*Drawing*, taught in 3 schools; number learning, 210; general proficiency, very good in 2 schools, fair in the third.

*Agriculture*, taught in 2 schools; number learning, 37; general proficiency, moderate. The Agricultural Class Book is taught with fair success in 1 school, and without any marked effect as yet in 2 schools. This book may be said not to be in use in this district.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	25	100	Fairly taught in 16 schools.
Geometry, . . . .	33	152	Well taught in 7 schools.
Algebra, . . . .	26	79	Tolerable.
Book-keeping, . . . .	16	62	Indifferent.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

The state and prospects of National education throughout this district, if less satisfactory than could be wished, are on the whole fair. Before the close of the current year I hope to see National schools within easy reach of all children of school-going age within its bounds. I am, however, reluctantly compelled to acknowledge that the literary state of the schools was as high, if not higher, two years ago as it is at present. I will not assert that this is owing to any relaxation of zeal or energy on the part of the teachers generally; but a comparison of the results obtained in 1868, 1869, and 1870, shows not only a larger average attendance, but a higher proficiency for the first of these years than for either of the others. And this stationary, if not retrograde, state of popular education here is concurrent with a general and growing dissa-



tisfaction on the part of the teachers with their emoluments, social status, and future prospects. In my report for last year, I referred to the low remuneration of the principal teachers; but, unsatisfactory as their case is, that of the classed assistants is still worse. Of these there are 29 males and 49 females, and certainly the incomes of the former are not calculated to induce young men of fair attainments and good parts to seek the office of National teacher. The case of the female assistants is, I believe, different, as relating to the number of other callings open to them, and the remuneration they could obtain in these, their case is by no means so bad as that of the male assistants. I do not mean to say that the females should not share in any improvement that may be made in the condition of the primary teacher—quite the reverse, as, in this district at least, they are quite as efficient instructors as their male collaborators. But the salaries now offered secure a more competent class of young women than young men.

The following Table shows the grade, number of persons included in each, and average school incomes of all the classed teachers in this district for the year ended 31st December, 1870:—

Class.	Principals.		Assistants.	
	Number included.	Average income.	Number included.	Average income.
<b>MALE TEACHERS.</b>				
First class, . . . .	6	£ 78 2 2	—	—
Second class, . . . .	30	57 10 1	1	24 0 0
Third class, . . . .	30	37 16 6	28	21 17 1½
Totals, . . . .	66	£50 8 7	29	£21 18 7
<b>FEMALE TEACHERS.</b>				
First class, . . . .	11	68 13 1	—	—
Second class, . . . .	17	43 5 5	8	22 5 0
Third class, . . . .	11	31 18 8	41	19 6 0
Totals, . . . .	39	£46 15 9	49	£18 15 7

A glance at the above figures shows what a small proportion of the male teachers of this district has succeeded in reaching first class. During the past five years only one of them has obtained this honour; and his case is exceptional, inasmuch as he obtained it from the professors while in training. And yet this has been from no lack of candidates for promotion to this class. Year by year the able second-class men present themselves at the written examination, but only to find that either their answering is unsatisfactory, or that the state of their schools does not entitle them to promotion. Hence, dissatisfaction with their calling is only too general in this very valuable class of public servants, who believe they could, long ago, have secured much higher incomes in some other callings. And yet there is no want of candidates for the office of National teacher; but I am bound to say that the qualifications of these are such as may be expected for the pay which is offered. Raw lads, with little, if any, preparatory training, and rarely capable of communicating more than mere elements of reading, writing, and arithmetic, may be had in plenty; but these must begin to educate themselves on entering the ranks, and devote long and weary years of toil and penury to the task. And, probably, when their services have become invaluable, they will seek a better market for them elsewhere. The remedy for this state of things will, I believe, be found in the recommendations of the recent Royal Commission, viz.:—a well digested system of payment by results, combined with moderate class salaries. From such a system intelligent and energetic teachers have everything to

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hope and nothing to fear. In this district, at least, where the attendances are generally very large and the schools far apart, only the idle and incompetent will find themselves the worse of the change. It is to be hoped that this long vexed question will soon be satisfactorily settled; and that such a system will be devised as will secure a larger share of the best talents of the country to the office of public instructor. Current events show how intimately national greatness is connected with this question of popular education; and it is to be hoped the time is not far distant when our statesmen will see that it is a wise economy to employ and retain men of culture and high intellectual endowments for this most important work.

*Proficiency of Pupils found in attendance at inspections made during the year.*

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

**District 47, Kilkenny; Mr. Harkin.**—*Reading* (including oral spelling and explanation).—Owing to my absence from the district during a considerable part of the year, I am unable to report on as large a number of schools as previously. As regards the schools visited, however, I am in a position to state that very considerable improvement is apparent in reading and explanation; the prospect of the introduction of the system of payment by results having, as it appears to me, secured increased attention from the teachers. There is still great room for improvement arising from neglect of the junior classes, who are allowed to plod on almost unaided till high through the Second Book. It is only the payment for the actual results shown which will ever thoroughly arouse the teachers of the country to a sense of the waste of time permitted in the instruction of the junior classes.

*Arithmetic.*—Progress in arithmetic, generally, is satisfactory, improvement being more marked in the female pupils. In all the classes the children fail in expertness, resulting from the want of frequent repetition of the rules and constant exercise in the use of figures.

*Pennmanship.*—Fine writing is becoming much more general; good writing is by no means scarce; and the numbers engaged in penmanship show a very considerable increase. The pupils get very little aid from the teachers in arriving at a knowledge of writing; and with anything like fair supervision, much more satisfactory results might be expected. I have no doubt but that in this branch, as well as in those previously noticed, payment for the actual work accomplished would produce an improvement which would be surprising even to the teachers.

*Writing from Dictation.*—There are very few teachers who give a serious attention to writing from dictation. They appear satisfied to read out daily a few lines to be committed to slate or paper; at the same time depriving the exercise of most of the benefit to be derived from it by permitting the pupils to revise and compare before submitting the work for examination. The results derived from even this negligent supervision are so considerable as to cause regret at the want of proficiency which a more intelligent discharge of duty would be certain to secure.

*Grammar.*—Grammar continues to be fairly taught in most of the schools. In this regard there is little to complain of.

*Geography.*—The children of the second class generally show fair progress in this branch. In the higher classes the results are not so satisfactory. There appears a disinclination on the part of the teachers to follow the programme, so as to secure a knowledge of the geography of the British Islands.

*Needlework.*—A great advancement upon previous years has taken

place in industrial training; giving a place on the pupils' programme to needlework having brought a greater number under instruction in all the schools conducted by females.

*Extra Branches.*—*Singing*, taught in 7 schools; number learning, 364; general proficiency, very fair.

*Agriculture*, taught in 6 schools; number learning 55; general proficiency, fair.

Agricultural Class Book not yet in very general use, but becoming better known.

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Proficiency of Pupils found in attendance at inspections made during the year.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	10	49	Very fair.
Geometry, . . . .	13	60	Fair.
Algebra, . . . .	4	36	Fair.
Book-keeping, . . . .	9	45	Very fair.
Trigonometry, . . . .	1	1	Good.
Physical and Applied Science,	2	45	Good.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

The condition of the schools, upon the whole, is somewhat satisfactory, there being no defect of which I am aware that would not be remedied by a system of payment by results, and the advantage to the teachers of an extended course of training.

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Proficiency of Pupils found in attendance at inspections made during the year.

District 48, Youghal; Mr. Mahony.—*Reading* (including oral spelling and explanation).—The best that can be said of reading is that it is seldom inaccurate. Its prominent defects, such as indistinctness, over haste, and an affected pitch of voice, different from the ordinary conversational and natural tone, are but little abated. It is best in girls' schools, inferior in boys' schools even of a better class, and worst in mixed schools of boys and girls. Besides a higher natural aptitude and better instruction, the superior reading of girls is promoted by their comparative exemption from the deteriorating effects of home influence.

A conviction has been growing on me that if reading be estimated, not according to an arbitrary standard, but as a means to an end, official judgments pronounced upon it have been unduly censorious. The object of reading is to make what is read fully intelligible to the listeners; and this is attained by what many would consider decidedly bad reading. A casual passer-by will sometimes overhear a newspaper read to a group of listeners in an unsmooth, lumbering style, yet the meaning is clearly apprehended; whereas the same thing read with gracefulest elocution would fall on their ears unheeded and unintelligible. One ingredient in estimating the value of reading seems to be its adaptation to the perceptions of those who hear it. Viewing it as a practical acquisition, it is to be measured in relation to the uses in which it is employed rather than by its abstract perfection, as the workman's home-spun coat is to be valued more for its durability than for fineness of texture or gloss of polish.

To eradicate prevalent mispronunciations must be a work of time; and the more so because corrections in school are counteracted by association outside. Some of these corrections or refinings had better be omitted. Mere provincialisms, or other defects of pronunciation, are

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much more prominently ludicrous by occasional contrast with an affected and fine-drawn enunciation of some words in which teachers are specially prone to indulge—

*Perperous leto qui splendens natus et alter,  
 Adversus pennis.*

*Arithmetic.*—No subject is so variable in its mode of teaching, or so fluctuating in its results, as arithmetic. Sometimes it is the business which is best known, and sometimes the worst. It is fairly taught in about one-half of the boys' schools; in the remaining moiety it is more or less deficient; it is absolutely faulty only in a few.

Even in schools of a better class there is undue haste to reach the advanced rules, with a consequent inattention to elementary principles. In schools of an inferior degree the same fault is superadded to a want of readiness in calculation.

In a few schools, backward in other respects, proficiency in arithmetic is rather satisfactory. In general a boy of ordinary capacity and industry, who had spent some time in the fourth class, could scarcely leave any school in the district without bringing away an expertness in arithmetic fully adequate to any pursuit in which he would be likely to engage. Some, who have gone to classical and other schools, were found to be in advance of those who held an equal or higher position in other subjects.

Both as regards depth and extent of knowledge, arithmetic is the only matter in which girls' schools are not equal or superior to those of boys. One exception is Middleton Convent, where the thoroughness of the teaching was proved by the advanced class having, at one examination, promptly and correctly solved fifteen difficult questions in the advanced rules, proposed in a form quite different from what they had been used to. Among forty other female schools little more than one-fourth are fairly efficient, about the same proportion tolerably fair, and the remainder considerably below mediocrity, and some of them very indifferent.

Reviewing the answering in arithmetic in schools of every grade, their best point is that questions are solved with accuracy, and, in about one-half, with a fair degree of readiness; and their worst is that the subject is little employed as a means of intellectual training. No neglect is so common as that of not exercising the lower classes in the elementary rules, or else making the exercise a more mechanical operation.

*Pennmanship.*—Little fault is to be found with the writing exercises. There is scarcely a school in which its inferiority or careless execution amounts to a positive fault. Perhaps in no subject has improvement been so general and extensive. The defect most to be noticed is that it is not always progressive. In some schools the writing exercises of the lower classes are nearly as good as those of the more advanced.

Possibly this general statement may seem not easily reconcilable with the ascertained per-centages. 1. Those returned for this year are little in advance of those of former years. 2. Only 58 per cent. of fair or good writing may seem to be a poor result. The first is accounted for by the fact that improvement made me more exacting. Contrasts largely influence the judgment in writing; so that exercises which in former years would be reckoned under the higher standard were reduced to the lower, and many which would have found a place under the lower were altogether rejected this year. The explanation of the second is, that of those examined in writing more than half were in the Second Book, and some in the First. The writing of those being merely elementary, it was excluded from the reckoning.

*Writing from Dictation.*—One difference is observable between pro-

iciency in penmanship and that in writing from dictation. There is more improvement in the former, and the latter is more satisfactory. Writing is good, and better than it used to be; dictation is very good, but little better, or not at all. It is of all others the subject in which proficiency is most satisfactory, and with fewer exceptions. The misplacing of a capital letter, or one serious mistake in spelling, would have excluded an exercise from being placed under the higher standard; yet 36.9 per cent. reached it this year. Those numbered in the lower grade, from which one gross error, or about three trivial ones, would have excluded, were 54.2 per cent. The very few who failed altogether were only mere beginners, or else they had recently returned after a long absence. The worst cases were new admissions from schools not National, and these by no means sparing of self-laudation.

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*Grammar.*—About the highest elevation which advanced classes reach in grammar is, that they have mastered the principles of etymology, can readily detect violations of syntax, and can express themselves with correctness of speech. Parsing continues too much of a routine process. Classes, when pushed out of the groove in which they are kept perpetually moving, and set to bring out the plain meaning of no very intricate sentence, come to a lamentable break down. Their analysis of language reveals little discernment, or even common sense. Although able to discover and correct grammatical errors, the best classes are insensible to blemishes and even blunders in diction. Such things as ambiguity, obscurity, faulty metaphors, or other rhetorical faults, are mysteries beyond their comprehension. Even the best teachers have no perception of such defects. But their own language seems to have gone through a revolution. They have come to express themselves clearly, correctly, and without pedantry or circumlocution. "Words of learned length and thundering sound," formerly characteristic of the schoolmaster, have vanished amid the echoes of the past. Bad grammar seems to have deserted the humbler classes and winged its way upward into higher circles. Whatever may be the defects of teaching grammar in National schools, still, as if despite them, practical grammar has come to be rather satisfactory amongst those who have been passing through them.

*Geography.*—An impulse recently given to the study of geography is of foreign origin. The eagerness with which every circumstance of the French and Prussian war is caught up by the mass of the people has invested the geography of Europe with special and exciting interest. Complaints about children wasting time on the position and circumstances of countries which they were never to see were formerly loud and frequent. Its supposed inutility was always the most formidable obstacle to the study of geography. But when veteran politicians were obliged to sit at the feet of little boys and girls from school, to learn something about the places named in the newspaper accounts, the decried knowledge was found to be not after all so valueless.

An Assistant Commissioner of Primary Education Inquiry has referred rather approvingly to the knowledge of geography which he ascertained in the advanced class of one school in this district (*Report by W. Scott Coward, esq., § 339*). I can state that 12 other schools have co-ordinate classes not inferior to that which he commends. About 20 others are tolerably fair. Of the remainder, one-half are not above mediocrity, and one-half below it; some of them considerably. But in not even the worst of them would that Assistant Commissioner be told that an ocean was an island or a continent (*ib. § 332*); or that the Rhine flowed into the Mediterranean (*ib. § 323*); or the Shannon into the

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Pacific (ib. § 323). Nor would he hear of the Pyrenees dividing France from England, or the North Sea situated inland (ib. § 337), as he was told in another school, to which, with rare discrimination, boys were sent a distance of five miles from the very door of the school which he commends.

*Needlework.*—Out of 64 schools exclusively female, or mixed, with a female assistant or workmistress, work of various kinds is taught creditably in 10; but in 3 of them the best of it is the product of separate industrial departments. In 20 more it is rather fair. In 24 others it is not practised to the same extent. In 10 others, either from the absence of all but very young females, from indifference or incompetency to instruct, the department is merely nominal.

The work is, in most cases, confined to articles of domestic utility or personal attire. Embroidery, wrought for sale, which was so detrimental to female education some years ago, has disappeared amongst the pupils of ordinary schools; but the Convents of Middleton, Youghal, and Tallow, have each an industrial department in which ornamental work of exquisite execution affords employment to a considerable number of grown-up females.

*Extra Branches.*—*Singing*, taught in 6 schools; number learning, 450; general proficiency, middling.

*Drawing*, taught in 2 schools; number learning, 90; general proficiency, 1 excellent, the other middling.

*Agriculture*, taught in 2 schools; number learning, 18; general proficiency, indifferent.

The Agricultural Class Book is taught with fair success in 18 schools, and without any marked effect as yet in 34 schools.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	45	139	Fair.
Geometry, . . . .	30	98	Fair.
Algebra, . . . .	24	90	Rather indifferent.
Book-keeping, . . . .	35	98	Tolerably fair.

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*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

*I. Condition.*—All through the district the circumstances of National education are not unprosperous. Of 112 schools in operation 20 are thoroughly satisfactory. For, although not altogether faultless, and sometimes calling for suggestion of improvement, their work in the aggregate is creditably done. Upwards of 40 are fair; differing somewhat in degree; accomplishing much, and laying foundations deep for more; probably average samples of National schools in Ireland. About 20 others are below mediocrity, unequal in results, occasionally reaching success in certain matters and falling short in others, but under all their aspects rarely to be blamed. Nearly 20 are rather indifferent, culpably so sometimes, but more generally because of defective teaching capacity or circumstances locally adverse. Not more than 5 or 6 are worthless, and to be borne with only because for the present better cannot be had or hoped for in their place.

In about 90 schools the general proficiency is directly proportioned to the classification of their teachers. But here, as elsewhere, some remarkable exceptions illustrate the disproportion between practical usefulness and the price paid for it in the existing state of things. At least 6 third-

class teachers are equally efficient as the average of those in higher classes, and more efficient than many of them. There are 7 others in first and second class, the results of whose teaching is below the average and inferior to some in third class. It is not easy to comprehend the equity of paying one teacher at a certain rate for his work, and paying another in the same parish not quite one-half of that for doing a great deal more. It seems like paying one man a certain sum for digging an acre of land badly, and paying another in the same field less than half that amount for digging an acre well.

II. *Prospects.*—My view of the prospects of National education here is what an eminent authority has observed of national progress in general:—"I have been seeing nothing but growth, and hearing of nothing but decay." Twelve years ago this district was nearly the same, geographically, that it is to-day. Some modifications which then took place have been readjusted, so as almost to restore the territorial identity. Then it contained 82 schools, with 9,954 average on rolls, and 5,896 in daily average attendance. Now there are 112 schools, with 12,504 average on rolls, and 9,219 in daily average attendance. Thus, with a diminished population, and the scarcity of manual labour having affected the school-going attendance to a considerable subtraction, there has been an increase of 40 schools, of 2,550 receiving education, and of 1,321 in daily average attendance. Such rapid increase of the means of education, and of those receiving it, is quite enough to silence the gloomy forebodings of alarmists.

If the wants of these rural localities, where education languishes through absence or remoteness of schools, were supplied, and some eight or nine large schools, with mixed attendances of boys and girls, were divided into separate male and female departments, provision for education through the district would be ample. Amongst the schools recently received into connexion are some which had remained separated upon religious grounds. Some kindred ones are not unlikely to follow their example. In the larger towns National schools have been disappearing. At present there are none in Middleton, Youghal, Lismore, or Dungarvan, except the convent and workhouse schools in Middleton and Youghal, and the workhouse school at Lismore. But in these towns where National schools have been got rid of, adequate teaching provision is supplied from other sources. And so much the better. For in education, as in other matters, monopoly is the worst obstacle to progress.

III. *Improvements.*—No speciality for school improvements is suggested by the circumstances of this district. But it bears its share in the two most prominent obstacles to education throughout the country. One of these is the demand for labour. The other is a deterioration in the teaching power; and to provide against that the necessity is fast increasing. So long as a teacher's skill and labour are put off with their present scanty requital, while other employments, requiring little responsibility, less labour, and infinitely less knowledge, are more highly paid for, a succession of qualified teachers is hopeless. Either the National teacher's condition must be speedily improved, or National schools must degenerate into a national reproach. Much has been said about strictness in rejecting unqualified candidates; but there will be few competent ones out of whom to make a choice, so long as farmers' boys are better paid than probationary teachers. Small incomes may be borne with in the early stages of a career, if they were brightened by the hope of better times to come; but for the teacher, after years of toil, the prizes are few and trivial. The two best circumstanced teachers in this district are at

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Cloyne and Tallow. Not one aspirant in a hundred could hope to reach success like them; and there is little in it to cheer early struggles or to stimulate exertion to be drawn from their circumstances. The total income of the Cloyne teacher, who has reached the highest grade of classification, and has good service salary after a quarter of a century's service, and in a school of 114 daily average attendance, is not equal to that of the police head-constable, and little more than half that of the local petty sessions clerk. The Tallow teacher, in the second division of first class, has good service salary after more than a quarter of a century's service, and in a school of 110 daily average attendance, is a little better off than the head-constable, and that only because his school-fee reach the exceptional amount of £21 a year.

When such are the circumstances of the teachers who have won the highest positions, the less successful, who compose the main body, must have a hard lot to encounter. At present the teacher's career, as a general rule, is to start worse paid than a menial servant on a small farm; to spend some of his best years not so well requited as a work-house porter; after repeated examinations to approach the stipend of a sub-constable, and in his declining years, should he have climbed to the highest elevation which it was in his power to reach, and toiled through many years of usefulness, with the approval of all who could estimate his worth, to find himself not so well off as many a relieving officer or poor-rate collector.

After a careful comparison of the incomes of principal male teachers through the district, with those in other employments, some of whom merely require to know how to read and write, and all of whom need an education considerably less than that of a third-class teacher, I have ascertained that the average which principal male teachers get from all sources is little more than one-half that of assistants in drapers and other shops in the principal towns of the district. It is about one-third of that of clerks and caretakers in mills and distilleries, 15 per cent. less than that of the constabulary, little more than that of the average of railway porters and process-servers, from 10 to 12 per cent. less than transcribing attorneys' clerks, and 40 per cent. less than those of a better class. There are fifteen National schools in close proximity to coast-guard stations, and some of them highly efficient. The average income of their principal male teachers is 40 per cent. less than that of the petty officers, and very nearly the same as the rank and file of the service.

It is not the worst result of this mistaken parsimony that it scares away qualified candidates, and transfers disciplined intellects to other occupations or to foreign lands. It degrades the teacher below the social position which he should occupy. It brings disparagement and contempt upon the knowledge which he dispenses. It disheartens him into doing only a fractional part of what he could do. And I, for one, will not deny that I have often accepted an instalment of a teacher's work, when I could not fail to know that his was a hard struggle. Teachers have suffered much, but the country has suffered more from this false economy; and the country should know it. In all the representations which I remember, inadequate remuneration has been made a teacher's question. It has been submitted from a point of view as affecting themselves alone. The loss to the nation has been left out of sight. But I maintain that the nation is the principal loser. And it has met with a just requital. The greatest loser by low wages is the employer. As the teacher has been only half paid he has done only half work.

The practical fallacy of confounding salary with income has always



perated the just and reasonable demands of teachers to have their condition improved. They seem not to comprehend the distinction. It is useless to point out to them that the noblest and the wealthiest in the land do not get one penny of salary, and that no matter from what source augmented income reached them, it was all the same. The cry of "salary" and "increase of salary" is repeated and reiterated with provoking pertinacity. To increase teacher's salaries at a fixed rate, according to their classification, would only aggravate and multiply abuses, perpetuate injustice, set up indolence as a premium, overpay the worthless and underpay the deserving, discourage earnestness, and subvert the equitable principle of regulating the price of work by the quality and amount of what is done. To augment their scanty incomes at a liberal and even munificent rate—dependent on their own exertions—will bring them a fair requital for their daily toil, will stimulate them to beneficial exertion, by the consciousness that every lesson they learn and every exercise they superintend is a direct contribution to their means as so much coin paid down, and will elevate their moral nature by the feeling ever present, that instead of being mere dependants on State grants, unfairly distributed, they are proudly earning a fair recompense for honest work.

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*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

Proficiency of Pupils found in attendance at inspections made during the year.

District 49, Waterford; Mr. Lane.—*Reading* (including oral spelling and explanation).—Reading is, on the whole, pretty good and fairly intelligible, but in many of the schools it is void of ease, expression, feeling, and emphatic utterance, with a tendency to over haste, and disregard of the pauses; yet an improvement on these points has taken place within the year, though I regret to say that the teachers too rarely read, as an example, for their pupils.

Oral spelling is in general good, but subject-matter of the lessons, and explanation of the reading passages thereof, are not attended with much success, more particularly as regards the poetical pieces, the beauty or tendency of which is not duly inculcated.

*Arithmetic*.—The routine practice of arithmetic is attended with fair success; but in many of the schools the exercises are not usefully diversified for the immediate purposes of life—in taking the pupils out of the beaten path. I have too frequently found the exercise a failure; yet a very fair improvement has, on the whole, taken place within the year, more particularly as regards the inculcation of first principles, and in the progress of the junior pupils.

Mental calculation is not attended with any degree of marked success; it is an exercise tasteless to the generality of pupils, and difficult to impress upon their minds, yet its importance continues to command attention, and the subject is not neglected in any of the schools.

*Penmanship*.—Penmanship is, in general, good, is carefully and legibly executed under proper supervision, is attended with due success, and bears evidence of fair progress. Writing on paper is now taken up earlier than heretofore, and I find the results beneficial.

*Writing from Dictation*.—Writing from dictation is attended with very fair success. Instruction in this branch includes the second-class pupils and upwards. In some of the schools this exercise is executed on paper by the advanced pupils, thereby enabling the teachers to keep a record of any mistakes, and rectify the same by rehearsal and repetition.

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Some improvements in composition, and in forms of epistolary correspondence, have been effected within the year.

*Grammar.*—The proficiency of the pupils in English grammar is not, in the majority of schools, satisfactory; the subject is not, in general, skilfully taught. The text-book in use is, in my opinion, too theoretic and complicated for the generality of pupils; the subject is rarely brought into practical use in correcting the prevailing errors in the school or its vicinity, and pupils who are represented as parsing syntactically, fail in the correction of faulty sentences of local prevalence.

*Geography.*—In the majority of the schools the pupils are fairly acquainted with maps of world, Europe, and Ireland; beyond this, little of marked proficiency has been attained, and but little attempted in mathematical and physical geography. The text-book is not in sufficient use, and the subject, in some of the schools, is taught in a dry and uninteresting manner.

*Needlework.*—Needlework is taught in 54 schools, and is attended with very fair success, though the want of materials is sometimes felt in poor and remote schools; yet, as the pupils and teachers now appear to be sensible of its importance, better results may be anticipated.

*Extra Branches.*—*Singing*, taught in 6 schools; number learning, 465; general proficiency, good in Waterford Model Schools; fair in the other schools.

*Drawing*, taught in 4 schools; number learning, 187; general proficiency, good in Waterford Model Schools; fair in the other schools.

*Agriculture*, taught in 1 school; number learning, 23; general proficiency, very fair on the whole. The Agricultural Class Book is taught with fair success in 5 schools.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . . .	19	81	Fair.
Geometry, . . . . .	21	72	Tolerable.
Algebra, . . . . .	12	41	Do.
Book-keeping, . . . . .	18	86	Very fair.
Trigonometry, . . . . .	3	14	Fair.
Reasoning, . . . . .	1	11	Do.
Navigation, . . . . .	3	4	Tolerable.
Physical and Applied Science,	1	24	Very fair.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

The condition of National Education does not, in my opinion, materially differ from that of last year, while the local prospects are not more encouraging. Many of the managers are not giving full concurrence to the system, and are still opposed to the training of teachers.

Owing to the limitation of Board's salary, the want of local contribution, and the smallness of the school-fees, there is a great difficulty in procuring competent teachers, and there are, in consequence, a considerable number of schools vacant in the district at present.

The first and most necessary step for increasing, or even sustaining, the efficiency of the schools, should, in my opinion, consist in the supply of adequate salaries for the teachers, and this will, I anticipate, chiefly depend upon the State.

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District 50, Ennisworthy; Mr. J. G. Fitzgerald.—*Reading* (including oral spelling and explanation).—The per-centage of pupils who have "passed" in reading is higher than last year. So far there is an improvement, but the defects remarked in former reports are still, I regret to say, painfully observable. These are indistinctness, monotony, want of attention to the pauses, and false, vulgar, and occasionally affected pronunciation.

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I fear that most of the teachers *listen* to their scholars while reading, few *teach* them to read, and many, being themselves indifferent readers, are unable to obtain good results by the "imitation" process. This remark is more peculiarly applicable to female teachers, some of whom in reading, lisp, and keep their teeth closed, rendering it difficult to catch the sense or meaning of the words which they strive to utter.

The spelling and meaning of the more difficult words are taught, but generally in a mechanical manner. Sentences are scarcely ever analyzed, and the peculiarities either of their structure or language seldom elucidated or explained.

*Arithmetic*.—I find that the results in this branch are more favourable than in 1869. A larger per-centage of pupils has "passed" in notation, simple subtraction, division of money, and in proportion, but I have to complain of an almost universal neglect on the part of the teachers to give instruction in this important branch intellectually. I have been much struck in observing how very few pupils in the schools of this district are able to recognise an arithmetical question put to them in a form somewhat different from the usual shape, thereby exhibiting a want of intelligent skill on the part of their instructors.

*Penmanship*.—Writing on slates is now commenced at an early age, and teachers superintend the penmanship with more care. I am glad to say that an improvement is visible in this branch, but the defects hitherto noticed, regarding the want of imitation of the form and size of the letters in the head-lines, the neglect of writing upon the lines, the non-joining of the letters, and general carelessness of execution, are still in many cases observable.

*Writing from Dictation*.—This exercise is practised with fair success in most of the schools, and now in many cases extends to the second class. It is usually performed on paper in the higher classes, in exercise-books provided for the purpose, and fair attention is usually bestowed by the teachers to the subsequent correction (by the pupils) of the misspelled words.

*Grammar*.—This branch continues to be taught with indifferent success. The standard of proficiency fixed by the "school programme" is generally not attained by the schools in the district, and the subject continues to be unpopular with both teachers and pupils. In some instances I have been informed by the teachers that the parents of the scholars absolutely objected to the teaching of grammar.

*Geography*.—Some, but very meagre, progress is observable in this branch. The general acquaintance of the pupils in the schools with geography is not of much material value, and I am unable to record a favourable opinion of the amount of useful information obtained by them in this interesting but much neglected subject.

*Needlework*.—Needlework is taught in 53 schools with fair success, and almost every female child, capable of receiving instruction, receives elementary teaching, at least in every National school conducted by a female, or in which a workmistress, junior assistant, or mistress is employed.

## Appendix D.

Proficiency of Pupils found in attendance at inspections made during the year.

*Extra Branches.*—Singing, taught in 6 schools; number learning, 235; general proficiency, tolerable. Drawing, taught in 7 schools; number learning, 97; general proficiency, tolerable. Agriculture, taught in 6 schools; number learning, 62; general proficiency, tolerable.

The Agricultural Class Book is taught with fair success in 24 schools.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	19	40	Middling.
Geometry, . . . .	10	22	Middling.
Algebra, . . . .	5	11	Tolerable.
Book-keeping, . . . .	15	41	Fair.
Trigonometry, . . . .	1	1	Poor.
Reasoning, . . . .	1	1	Poor.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

I have no reason to change my opinions expressed in former reports as to the condition and prospects of National education in this district, and as to the hindrances to its extension and improvement of the schools.

The educational status generally of the district—entirely in the model county of Ireland—is of a very low character, whether regard be had to the classification of the teachers, the amount of local aid to the schools, the provision of suitable residences for the teachers, and the proficiency and intelligence of the scholars.

Proficiency of Pupils found in attendance at inspections made during the year.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 51.—No observations.

District 52, Newcastle, West; Mr. Steeds.—*Reading* (including oral spelling and explanation).—The pupils of the second and higher classes in the schools which I examined were generally able to read their respective books in a mechanical way very fairly; but it was only in a very few schools that I found any able to read intelligently, and with a natural tone of voice. Even fifth-class pupils have been found reading in that monotonous tone which is disagreeable to the hearer, excludes all fine reading, and is very difficult, when practised for some time, to be got rid of. The remedy for this defect is, that the teacher, from the very first time that a child is able to read phrases, should read for his imitation.

A lesson that is well understood and interesting, such as a fable, if read in the class in this way, would do much to counteract this defect.

The spelling of both phrases and single words is very well taught. The explanation of the words is not so good, especially of those whose meanings are not prefixed to the lessons in which they occur.

*Arithmetic.*—Arithmetic is fairly taught in the majority of the schools which I examined, notation of numbers being very well attended to. The theoretical part of it, however, requires to be improved, very few being able to name even the terms of the elementary rules. Mental arithmetic is only tolerably attended to, very few teaching it systematically.

*Pennmanship.*—In nearly all the schools Vere Foster's excellent copy-books are introduced with good results, but in many cases the writing requires more careful supervision on the teacher's part, the looped letters not being made of the proper length, and some other letters inaccurately

copied. A great many of the senior draft of first class, and even some of the junior draft of second, did not know the letters or words they were writing in their copy-books. If, when they were in the junior drafts of first class, they had practised writing on their slates for half an hour daily, a single letter, such a fault as that just mentioned, would not occur.

*Writing from Dictation.*—The third and higher classes in all the schools, and, in a great many, the senior draft of second, are exercised in writing from dictation. The fourth and fifth classes generally write it on paper, and the others on slates. The proficiency exhibited is fair.

*Grammar.*—In nearly all the schools which I examined the parsing of sentences is very well taught, but there is a great defect of a knowledge of the text-book, and of the definitions of the terms used in grammar. These definitions should be thoroughly explained to the pupils, and then accurately learned by them in the words of the text-book. Even the second class, who are taught some of the parts of speech, ought to be taught their definitions in the words of the grammar which they are afterwards to learn from. The definition of an article, for instance, given by a pupil, is sometimes so vague as to be equally applicable to an adjective or a demonstrative pronoun.

*Geography.*—Geography is not so well taught as might be expected from its interesting character. The second classes were backward in pointing on the map of the world, and they nearly all failed in defining the terms of land and water, such as an island, a lake, &c. These are best taught in connexion with the map of the world, the teacher confining himself for one lesson to one term (such as a "continent"), explaining it by means of the map, then teaching its definition, and, lastly, pointing out all or some of the most remarkable examples of it. The third class had a fair knowledge of the geography of Ireland. The geography of the fourth and fifth classes was in general very low.

*Needlework.*—Plain needlework and knitting are very fairly attended to, while in many schools netting and embroidery are taught with good results. Proficiency in cutting out is low.

*Extra Branches.*—*Singing*, taught in 8 schools; number learning, 542; general proficiency, excellent in 1, fair in another, and very low in the others.

*Drawing*, taught in 1 school; number learning, 20; general proficiency, middling.

*Agriculture*, taught in 1 school; number learning, 12; general proficiency, fair.

The Agricultural Class Book is taught with fair success in three schools.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	20	136	} Fair.
Geometry, . . . .	36	141	
Algebra, . . . .	25	101	
Book-keeping, . . . .	12	66	
Trigonometry, . . . .	1	2	
Physical and Applied Science,	1	1	

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

I have only a limited knowledge of the district, owing to my recent appointment as Inspector, and to having been prevented by illness from visiting about three-fourths of the schools only. Among these, which

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Proficiency of Pupils found in attendance at inspections made during the year.

Condition and prospects of National Education in the District, &c.

*Appendix D.*  
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may be considered a fair sample of the rest, I found many good houses, newly built, and models of their kind, and some the very reverse, wholly unsuitable to be used as school-houses. Many of the latter will, I am persuaded, be exchanged in a short time for new houses. There are, at present, in the course of erection, four new houses affording accommodation for eight schools; two other houses are to be enlarged, and application has been made for the erection of two others. The schools are, with few exceptions, well attended, in many cases overcrowded; the teachers, generally, zealous and faithful in the discharge of their duties, and a great many of the managers take a lively interest in the education of the children, exhorting the parents to send them regularly, visiting the schools, and, when a vacancy occurs, securing the services of the best teachers they can. In the course of my examinations I found the second, third, and fourth classes generally well attended to, and fairly taught, but the first class, in a great many cases, was not so well attended to, and sometimes quite neglected. Pupils in this class, from six to eight years of age, were often not able to read monosyllables, and could not write down a single letter or figure on their slates, nor name them when written for them. This, I consider, a great mistake. Children, especially boys, now leave school at so early an age, that from the moment they enter school, if they are at all of a reasonable age, should be attended to, so that they may pass more rapidly through the upper classes. Even very young children could learn to write single letters and figures for two half hours, at intervals, daily; and if their attention were confined to but one letter and figure each day, they would soon be able to write all the letters, and so be prepared for the requirements of the programme for the first class. They should also be taught to read the monosyllables of their lessons without previously spelling them, and to do so in a natural tone of voice. I was often disappointed when very few boys in a fifth class were learning no extra branches, such as mensuration, geometry, algebra, and book-keeping. These, I apprehend, should not be extra branches for fifth boys, but should be learned by them as naturally as they learn any other branches of knowledge. I have often thought why these branches are not more generally taught in the schools, and to my inquiries relative to them, I have sometimes, but very seldom, found a pupil who considered them not useful for commercial pursuits. This illusion could be very easily dispelled by an earnest teacher. It is a great pity that geometry, which trains the reasoning powers, greatly assists other branches of science, and is the foundation of some of them, is not inserted earlier in the school programme. I would respectfully suggest that the definitions of the First Book of Euclid should be inserted in the course for boys in the third class; the First Book of Euclid be prescribed for the fourth, and the Second and others for the boys of the fifth class. If diagrams, illustrating the definitions, were suspended in the school-room, they would be of great assistance to obtain an accurate knowledge of them. I visited six schools in which vocal music is taught, and found the proficiency in one of them very good, in another fair, but in the other four it was very low. This is caused, I think, by the method used in teaching it, it being very difficult for even a good teacher to obtain the results required by the Commissioners by teaching vocal music on Hullah's system. I would strongly recommend the use of the Tonic Sol-fa method of teaching it, which has been successfully tried in Great Britain, and has been adopted by the Committee of Council on Education for use in the schools in England. If this method were introduced into the schools in Ireland, pupils, even of the second class,

would soon be found able to go through an examination in sight-singing, and the cultivation of vocal music would spread through a great number of schools, in which at present, it is not taught. Appendix D.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.* Proficiency of Pupils found in attendance at inspections made during the year.

District 53, Clonmel; Mr. O'Hara.—*Reading* (including oral spelling and explanation).—The subjoined table shows the number examined for Secondary No. 1 Reports, and the per-centage of the proficiency in reading for each of the last three years respectively:—

	In 1870.	1869.	1868.
Number examined in Reading,	5,079	5,654	5,253
Per-centage able to read Book I.,	28.6	28.	28.5
Do. do. II.,	26.2	28.	25.1
Do. do. Books III. or IV.,	21.7	22.4	21.7

These figures show a slight falling off in the proficiency in reading for the past year as compared with the preceding one. But the decline is more apparent than real. I applied the prescribed tests somewhat more strictly during the past year than previously. In examining for Secondary No. 1 Reports, I selected lessons beyond the middle of the reading books, and in most instances nearer the ends of them. In previous years I did not generally insist on taking pupils in reading lessons which they had not prepared, teachers usually object to an Inspector's doing so; but I have found that yielding to such objections often leads to the children being kept so long in the same reading lessons that they actually had them by rote before proceeding to the following lessons. The more noticeable defects in the teaching of reading are:—

(1) That sufficient time is not devoted to it by the senior classes; (2) that other subjects, such as grammar and geography, are often mixed up with it; (3) that nothing higher than *mechanical* reading is aimed at; and (4) that *explanation* is usually limited to giving the dictionary or spelling-book meanings for isolated words.

*Arithmetic.*—The following table gives a comparative view of the proficiency in arithmetic during the last three years:—

	In 1870.	1869.	1868.
Number examined,	3,802	3,854	3,452
Per-centage of proficiency in notation,	40.8	38.8	32.6
Do. do. simple subtraction,	56.1	50.6	58.5
Do. do. division of money,	24.6	23.8	22.7
Do. do. proportion, &c.,	11.	11.4	11.5

These results show moderate progress in notation, while in the more advanced subjects the proficiency is nearly stationary. In simple subtraction there is an apparent falling off; but this admits of explanation. I have found that many pupils who could work a sum in subtraction when set down for them on a slate or black board by an examiner, could not work the same sum if dictated to them. I have also found that many who can work a sum when dictated to them in the order in which it is usually set down for working, fail to do the same sum when that order is varied. For instance, some who could easily do the exercise—

From 10,204  
Take 1,608





	1870.	1869.	1868.	Appendix D.
The number examined in this branch was, .	3,017	3,424	3,368	Proficiency of Pupils found in attendance at inspections made during the year.
Per-centage of proficiency in map of world, maps of Europe and Ireland, . . . . .	35.2	38.8	30.2	
	12.2	10.	10.2	

Physical geography is not taught in any school in the district.

*Needlework.*—Needlework is fairly attended to in all the female schools. The teachers sometimes find difficulty in providing sewing materials, as many of the girls cannot be induced to provide these, having come to school with the sole object of learning reading, writing, and arithmetic.

I cannot rely on the accuracy of the returns of proficiency in this branch, as I have had in many instances, to take the teacher's word for the ground of my returns. It is obvious that an Inspector can make only a conjectural or approximative estimate of the number of girls in a school able to knit a stocking.

*Extra Branches.*—(Clonmel Model School not included.)—*Singing*, taught in 7 schools; number learning, 580; general proficiency, good in 1 school, fair in another, and middling in 4 of the other 5.

*Drawing*, taught in 1 school; number learning, 48; general proficiency, fair.

*Agriculture*, taught in 9 schools; number learning, 103; general proficiency, fair in 1 school, and pretty fair in 2 others; poor or bad in the remainder.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . . .	22	70	I give the numbers which were returned by the teachers as learning these branches. In most instances I found the proficiency in these subjects so poor as to be almost inappreciable.
Geometry, . . . . .	19	36	
Algebra, . . . . .	4	8	
Book-keeping, . . . . .	14	51	

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

The condition and prospects of education in this district are in no way changed since the date of my last report, to which I beg to refer for suggestions for increasing the efficiency of the National schools.

The teachers continue dissatisfied with their condition. Their grievances may be classed under two heads—(1) low pay, and (2) precarious tenure of office. The former is the more substantial grievance, but the latter is not altogether a "sentimental" one. I have known instances in which most deserving teachers were dismissed without apparent cause, and without even a day's notice. Happily such instances are exceptional; but, as the Commissioners' rules stand at present, they are irremediable. These rules provide, in effect, that the most careless manager may with impunity dislodge and ruin the worthiest teacher. I cannot conceive that it would be any invasion of the so-called "rights" of managers if they were bound to give teachers *due notice* of removal, and also to give them *discharges* setting forth the ground of removal. In case such a discharge reflected on the character of a teacher, he should then have the right of an inquiry into its grounds before an officer delegated for the purpose by the Board. Such a regulation would not deprive managers of the power of removing teachers; but I believe that it would indirectly restrain them from arbitrarily abusing that power.

As to the complaint that the teachers are badly paid, it does not admit of any questioning. Young men of promise will not take to, or remain at, a calling in which the remuneration is so low. At present I

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do not know of any male teachers in this district under twenty-five years of age who do not intend to offer as candidates for employment in the Civil Service. Many of them will, no doubt, succeed; and I earnestly hope that all of them may, for I am convinced that the low remuneration of teachers in Ireland is in a great measure due to the fact that the supply of candidate teachers is greatly in excess of the demand for them. This circumstance, together with denominational rivalry, has led to the undue multiplication of schools; and any material improvement of the condition of the teachers must be connected with a reduction in the number of the schools. The State pays as much, or rather more, for the education of every pupil in average daily attendance at National schools in Ireland, as it pays on the same basis in England and Scotland. But in Ireland eight teachers are employed to instruct the same number of children for which five teachers suffice in England. The inevitable result is, that each teacher must, on the average, receive a smaller amount of State aid in the former country than in the latter. The only remedy for this inequality, and for the misapprehensions to which it has given rise, would be the adoption, in some modified form, of the English principle of paying the teachers on results. The incompetent or inefficient teachers would then soon be extinguished. The superior teachers would soon become known and appreciated, and their remuneration, being reasonable, would make them contented with, and devoted to, their profession.

There is one important class of schools to which the rule of payment on results would be peculiarly applicable—I mean convent schools. That so many of this class of schools are good or fair, speaks highly for the zeal of their conductors, when it is considered that the Board's regulations in regard to them are so framed as to hold out no reward for merit, and no penalty for inefficiency. The rule as to payment being that "the amount of salary to schools of this class will in all cases depend on the average daily attendance of pupils;" it follows that for the same average daily attendance the worst convent school is entitled to the same amount of salary as the best. This rule could not have been more successfully devised if the object of its framers had been to reduce all convent schools to one dead level of inferiority. One result which it directly encourages by thus paying average attendance, without regard to the character of the teaching, is the overcrowding of these schools to the serious detriment of their efficiency. As an instance of this overcrowding, I may mention that in one of the convent schools under my inspection at present, I have generally found above 80 pupils, and sometimes above 100, in a school-room which has space accommodation for only 41. Effective teaching in such cases is impossible.

Again, as regards the scale of payment, the conductors of a convent school are entitled to only £10 per annum for an attendance of from thirty to fifty pupils, while an ordinary female teacher in the lowest of the seven grades into which classed teachers are divided according to their qualifications, is entitled to a salary of £16 per annum for conducting a school with an attendance of twenty-five pupils. Should the attendance rise to fifty in such an ordinary school, an assistant of the same grade, and entitled to the same salary, will be allowed. So that, while two lay female teachers of the lowest grade would be paid £32 per annum for conducting a school with an average attendance of fifty pupils, a community of nuns could not claim more than £10 per annum for conducting a school with the same attendance. Nor can it be

alleged that the relative position of the Convent teachers is improved by an increased attendance, for the increase of salary is at the rate of £5 per annum for each twenty-five pupils in average daily attendance after the first fifty; while such an increase in the attendance in an ordinary female school gives a claim to the services of an additional assistant with a salary of £16 per annum.

I have been often asked why convent teachers are not as liberally paid by the Board as other teachers are, and I have never been able to give a satisfactory reply. It cannot be on the assumption that they are less qualified, for they are intrusted with the instruction of senior, and even of 1st class monitresses, while the more highly paid ordinary teachers of the lowest grade are not deemed fit to be intrusted with the instruction of even junior monitresses. Neither can it be on the score of economy, for while the convent teachers are badly paid, their schools are nearly as costly to the State as if they were paid like ordinary teachers. On looking into the Commissioners' last Report (for the year 1869), I find that the amount paid for that year to the nine convent schools in this county (Tipperary), "in salaries, premiums, and other gratuities," was £964 9s. 10d., while the amount to which these schools were entitled on the ground of capitation was £454. The difference must have consisted mainly in the sum paid as salaries to monitresses employed in the schools. The expenditure on these monitresses would be justifiable if they were required as teachers when their periods of service as monitresses are expired, but this is not the case. There are three large convent schools in this district; two of them are old established ones, and in each there is a large staff of monitresses; but of all the monitresses who were ever trained in them, only two are known to have become teachers of National schools, and at the present time there is only one female teacher in this district who served as monitress in any of the convent schools in it. I have had much conversation with the conductors of these schools on this subject, and I believe they would very much prefer that the money which is now paid in salaries to monitresses were paid directly to themselves, so as to enable them to procure the services of highly qualified lay assistants. Such an assistant was engaged for a time in one of the convent schools of this district, and she was parted with only because the conductors could not afford to continue her. The attendance at the school entitled it, by the Board's rules, to eight or ten monitresses; but though a highly qualified assistant would have been better than all these—more especially in a newly-established school—the nuns would not be allowed to retain such a person at the Board's expense as a substitute for the monitresses.

In connexion with this subject I beg to offer a remark on the recommendation of the Royal Commissioners on Primary Education, that convent teachers should be examined and classified as ordinary female teachers. This would be a reasonable recommendation if individual nuns had charge of individual schools, as lay teachers have; but such is never the case. It is, obviously, no more necessary that every member, or any one member, of a community of convent teachers should be conversant with all the branches taught in their school, than it is that every professor in a college should be proficient in all the subjects taught by his colleagues. Where there are different persons to teach different subjects, there is no need that each should be qualified to teach all these subjects. All that can reasonably be required in such a case is that each member of the teaching staff should be capable of giving instruction in the subject or subjects assigned to him or her. On this ground I submit, with the greatest deference for the judgment of the Royal Commissioners,

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Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

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that the conductors of convent schools may, without detriment to the education of the children under their charge, be exempted from the obligation to qualify as classed teachers. This exemption, if allowed, would, of course, leave them no claim to be paid a class salary; and the question then arises on what basis should they be paid? I have shown above the injudiciousness of the system on which they are paid at present, and I believe there can be no reasonable objection to paying them altogether on results. The principal objection to payment on results on the part of the ordinary classed teachers is that where the attendance is low and fluctuating, it will be very difficult to realize such results as would insure the teacher fair remuneration for his services. But these objections cannot apply in the case of convent schools, which are, for the most part, situated in towns, and which have, therefore, always a large and a pretty constant attendance. They are, for these reasons, of all schools the ones in which payment by results should be most favourable to the interests of the teachers. But in case ordinary classed teachers were paid partly on classification and partly on results, and that convent teachers were paid wholly on the latter basis, it would be only fair that the scale of payment for results should be so much higher in the latter case, as to secure the nuns an equivalent for the proportion of payment made to the ordinary teachers as class salary.

The length to which these remarks have extended preclude me from submitting some observations which I had intended on agricultural education. In my report for the year 1867, I treated of this topic at considerable length, and the experience of every year convinces me the more of the soundness of the views which I put forward then. I still think that agricultural instruction, in the sense in which I then explained, that is, as the *Natural Philosophy* of Primary schools, should be a part of the course of instruction in all rural schools attended by boys. As to the attempt to give professional instruction in agricultural schools, I submit that it has been a complete failure. I do not say that it should be at once discontinued; but I would respectfully suggest that results in agriculture, as well as in literary, instruction should be the basis on which all payments should be made in future to agricultural schools.

Proficiency  
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*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 54.—No observations.

District 55, Macroom; Mr. Graham.—*Reading* (including oral spelling and explanation).—The reading generally is distinct, and the pupils' voices are well modulated.

The poetry recitation is good.

The oral spelling is good, but the general explanation I found deficient. This I ascribe in a great measure to the fact that in the majority of the schools the pupils are the children of an Irish-speaking population.

*Arithmetic*.—The arithmetic is good, and is in many cases in advance of the programme.

The notation is good, but the formation of the figures and the entries on paper might be much neater.

There are several exceptions to these, among which I may note Macroom male, Kantark, Boherbee, Knocknagore, Inchigeelagh, and a few more.

*Penmanship*.—The great defects noted were the placing advanced copy-books in juniors' hands; hence small and scratchy writing.

Pupils are now suitably classed, and generally are coming into a round, bold, and free style.

*Writing from Dictation.*—The dictation of all is good, but specially of *Appendix D* second classes.

Arising from the defects noted under the head of penmanship, the writing was too small.

*Grammar.*—Grammar generally I found poor, and rules for grammar, roots, prefixes and spelling books not sufficiently attended to.

*Geography.*—I consider this the worst taught subject. The teaching generally consists of a routine lesson on a map, and that in cases of juniors on too advanced one.

I found quite too few pupils up to exports, products of places named in "Lesson Book," and mathematical geography seldom taught.

*Needlework.*—This subject is well taught, and in large schools where there is a workmistress the teaching extends over from three to four hours daily.

The proficiency in knitting is good.

*Extra Branches.*—*Singing*, taught in 1 school; number learning, 60; general proficiency, good.

*Drawing*, taught in 1 school; number learning, 40; general proficiency, good.

The *Agricultural Class Book* is taught with fair success in 30 schools.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	24	109	Fair.
Geometry, . . . .	32	150	Good.
Algebra, . . . .	21	83	Fair.
Book-keeping, . . . .	25	147	Good.
Trigonometry, . . . .	1	4	Nominal.
Physical and Applied Science,	2	37	Nominal.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

I consider the schools to be well conducted, and the teaching staff to be ample, faithful, and, in the cases of the principals, efficient.

Of the constant changes of assistants, I presume that owing to their limited salaries, and to the fact that they do not receive any share of school fees, does this defect arise, as they cannot have any interest in the schools, and on the chance of getting a higher paid class, owing to a larger school attendance, they are so frequently on the move.

I consider that the grade of probationers acts injuriously on schools and teachers, and that it entails great extra labour on the Inspector, as scarcely a Saturday arrives that his residence is not besieged by candidates for examination.

The new vested schools which have been brought into operation in 1870 in the barony of Duhallo promises to be a credit to the National system.

I have met with cordial co-operation from managers and teachers.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 56, Mallow; Mr. Bateman.—No observations.

District 57, Killarney; Mr. Macnamara.—*Reading* (including oral spelling and explanation).—The reading is generally correct, fairly audible, and tolerably intelligent. The proficiency in spelling is generally satisfactory. The meanings of the words and phrases taken isolatedly from the lesson books are given very frequently, readily, and correctly, and the etymology of these words is occasionally known.

## Appendix D.

Proficiency of Pupils found in attendance at inspections made during the year.

*Arithmetic.*—Practical arithmetic on the floor is receiving increased attention, and the proficiency has considerably improved. The text-books recently added to the list of school books sold by the Commissioners are found most useful for this purpose.

*Pennmanship.*—In my opinion the proficiency in penmanship is on the whole of very fair quality.

In some of the schools excellence is attained by the senior pupils, and in all a useful amount of skill.

*Writing from Dictation.*—This branch continues a daily practice.

In nearly all the schools letter writing is practised weekly by the fourth class, and in some schools fair progress has been made.

*Grammar.*—Fairly taught to the usual extent.

*Geography.*—Taught with fair success.

*Needlework.*—By invariably examining the work of all learners at my inspections I have found that nearly all the schools are fairly provided with material for practice, and that considerable improvement has taken place.

*Extra Branches.*—*Singing*, taught in 8 schools; number learning, 460; general proficiency, fair.

*Drawing*, taught in 7 schools; number learning, 180; general proficiency—in one school very fair proficiency is attained, several of the pupils evincing considerable talent; in the others the result is moderate.

*Agriculture*, taught in 2 schools; number learning, 34; general proficiency, fair.

The Agricultural Class Book is taught with fair success in 23 schools.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	32	165	Pretty fair.
Geometry, . . . .	45	213	Moderate.
Algebra, . . . .	34	130	Moderate.
Book-keeping, . . . .	24	153	Tolerable.
Trigonometry, . . . .	6	6	Moderate.
Recessing, . . . .	2	9	Moderate.
Navigation, . . . .	3	14	Moderate.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

I have no novel observations to make under this heading. The prospects of National education and the efficiency of the schools may be considered to be satisfactory or fairly so generally.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 58, Bantry; Mr. Seymour.—*Reading* (including oral spelling and explanation).—The defects in the style of reading remain the same in kind, though not without some attempt to remedy indistinctness, inaccurate grouping, and dullness of expression and manner. The power of explaining words and phrases is very imperfect, and of analysing the subject matter still more so. A slavish adherence to the words of the book is too general. The teachers as a rule have but little taste for or skill in this part of their business, nor do they look on the subject of reading as one of primary importance. Hence the pupils often retain at school the inaccuracies of expression which they have learnt at home or in the streets, and fail after many years' attendance to acquire any particular readiness or precision in the employment of language for ordinary purposes.

*Arithmetic.*—Total number examined in this subject, as in all others, was less than in previous year; general proficiency about the same. A decided increase in the numbers able to work the compound rules, with a falling off of those proficient in the higher branches of the subject, which is partly to be accounted for as the result of the unfavourable time of the year at which some of the inspections had to be made, from the necessity of furnishing the primary report for this year, and other causes.

*Appendix D.*  
Proficiency of Pupils found in attendance at inspections made during the year.

The teachers do not, in general, take sufficient pains to make their pupils understand and be able to explain the reasons of the rules, and interpret the nature of the results obtained. In this very circumstance is found a further illustration of the imperfect training of the pupils in the matter of expressing themselves fully and clearly in suitable language, alluded to under the head of reading. Instead of doing this they are generally satisfied with uttering one or two unconnected words, which convey an idea or suggestive hint as to the answer, rather than the answer itself.

Though deficient in the theory, the pupils of the schools, for the most part, have exhibited a fair practical acquaintance with the subject, and have acquired considerable facility and accuracy in the performance of ordinary operations.

The teachers undoubtedly look on arithmetic as the great *sine qua non*, in the programme of education, and devote to it, with more or less skill and success, a larger portion of time than to any other branch of the school course.

*Penmanship.*—Progress has been fair; total number examined in 1869 was 3,687, of whom 1,644, or 44·8 per cent. could write "fairly," and 590 or 16·3 per cent. could write with ease and freedom. During the year 1870, the number examined was 3,507, of those 1,773 or 50·3 per cent. were reckoned under the first head, and 445 or 12·6 per cent. under the second.

*Writing from Dictation.*—The numbers examined were much less this year than in 1869, being only 1,770, to 2,205 in the preceding year; the proficiency was about stationary; the per-centages reckoned under the two heads of proficiency corresponding very nearly with those returned in last report.

*Grammar.*—A moderate knowledge of the "parts of speech," as far as the power of recognising the principle of them in any simple sentence, according to the definition, has generally been exhibited by the third, and occasionally by the higher portion of the second classes, and the pupils of the fourth, are in most cases able to parse with tolerable correctness an easy sentence in prose.

*Geography.*—The answering in this branch during the year was fairly satisfactory, showing a decided improvement in the knowledge of the Map of the World by the junior classes, while the proficiency in the higher branches was maintained. I am persuaded that this very useful branch of the school course will become every year more highly valued, as its importance has been hitherto very much under estimated. In the hands of a skilful teacher nothing can be made more interesting to the junior pupils, while in the higher classes the subject is not only important in itself, but perhaps more capable than any other of being associated with a great deal of useful collateral instruction.

*Needlework.*—Due attention has been given to the industrial instruction of the female pupils with improved results. The supply of materials is not yet sufficiently regular or well maintained throughout the year, but there are generally a fair number of specimens of the various kinds of work finished or in progress available for inspection.

## Appendix D.

Proficiency  
of Pupils  
found in  
attendance  
at inspec-  
tions made  
during the  
year.

*Extra Branches.*—*Singing*, taught in 4 schools; number learning, 390; general proficiency, very fair.

*Drawing*, taught in 3 schools; number learning, 90; general proficiency, fair.

*Agriculture*, taught in 10 schools; number learning, 142; general proficiency not ascertained.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . .	19	72	Middling.
Geometry, . . . .	31	97	Do.
Algebra, . . . .	5	26	Do.
Book-keeping, . . . .	9	25	Tolerably fair.
Trigonometry, . . . .	1	12	Middling.
Navigation, . . . .	1	8	Fair.

Condition  
and pros-  
pects of  
National  
Education  
in the Dis-  
trict, with  
suggestions  
for increas-  
ing the effi-  
ciency of  
the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

After a residence of over three years in this district, I feel warranted in saying that I believe the condition of education in it to be satisfactory, and its prospects hopeful. During that period, several old teachers, who had not themselves been trained under the National system, and whose qualifications, however adequate in former times, were much behind the requirements of the present day, have passed out of the service, their places being supplied by others who had been educated in, and received more or less additional training in the schools of the Board. During that time, also, the monitorial staff has been nearly doubled, and additional care has been given to the instruction of those young persons, while the classification of the teachers has been raised considerably, the numbers attending the examination being larger for each succeeding year, and generally with improved preparation and success.

Some of the managers take a very considerable interest in the welfare of the schools, being anxious to secure the services of well qualified teachers, frequently visiting them, and looking after the supply of requisites. As regards the remuneration of the teachers, I am of opinion that they might use their influence with effect in securing a more regular and adequate payment of the school fees, which, in many instances, are much lower than what the merits and the necessities of the teachers demand, and what the means of the parents, in the improved circumstances of the country, enable them to contribute.

The want of suitable school buildings in this district continues to be a serious drawback. Lord Bantry has lately given some sites for schools, where they are much required, and it is to be hoped that some other landed proprietors will follow his example. In the cases alluded to the Board's aid to build will be sought by the managers; but in other localities there is great unwillingness on the part of the clergy to avail themselves of the building grant at present, under the impression that a change in the system is likely to take place soon.

Apart from the questions of providing a better class of school-houses, and of training the teachers, to both of which improvements there are at present serious obstacles, we may consider the other means at our disposal for bettering the condition of the schools. One of these, the facilitating the attainment of a higher classification by the teachers, without obliging them to go through so many examinations, but making their promotion depend partly on the work done in their schools, would, no doubt, be received by them as a great boon, and would, in fact, be introducing the system of "payment by results," in its most agreeable form. Again, as regards the supply of apparatus for collective teaching, the schools in poor districts are now feeling severely the withdrawal of



the free stock grants, as the restoration of maps, black boards, &c., would be too heavy a draw on the teachers' resources, and help from other quarters, is slow and uncertain. A grant of such apparatus, once in five years, and limited to what the Inspectors certified to as necessary, would meet all requirements in this way. Appendix D.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.* Proficiency of Pupils found in attendance at inspections made during the year.

District 59, Dunmanway; Mr. Healy.—*Reading* (including oral spelling and explanation).—As a whole the results were fair. Of the 7,769 pupils examined for Secondary One Report—

2,316 or 29·8 per cent.	read First Book fluently.
1,491 or 19·1	" " Second " "
1,311 or 16·8	" " Third or higher book fluently.

Want of distinctness was the great fault I noticed, nor could this be wondered at, seeing that Irish still forms so large a portion of the domestic and social language of the people.

*Arithmetic*.—Results fair, but not equal to what they ought. Here, as elsewhere, I found considerable want of skill in the mode of teaching this important branch.

Very little attention is given to theory, and repetition is sadly neglected.

Of the 4,836 examined in arithmetic—

44·5 per cent.	were able to notice to millions.
53·1	" " simple subtraction.
27·2	" " division of money.
18·4	" " proportion or practice.

*Pennmanship*.—This branch is well attended to. I met capital specimens of plain writing in even many rural schools, where I could hardly have expected such. In some of the schools I found Nos. 7, 8 and 9 of Foster's series in use—those I discountenanced, as I believe them injurious, and calculated to cramp a child's hand, instead of training it in a full, free, and flowing style of writing.

Of the 4,673 examined in writing—

44·8 per cent.	wrote on paper fairly.
21·1	" " with ease and freedom.

*Writing from Dictation*.—This is taught to all pupils in third and higher classes. Transcription is practised in most schools, by the senior draft of second class, but I did not return any pupils of that class under the heading "writing from dictation."

Of the 2,078 pupils examined in dictation—

37·1 per cent.	wrote with tolerable accuracy.
23·	" " ease and correctness.

*Grammar*.—General results but middling. Of the total number, 4,836, returned as learning grammar, the following were the results:—

15·8 per cent.	passed in parts of speech.
8·6	" " syntactical parsing.

It is, however, right to observe that the foregoing per-centages exhibit the results in grammar in a much lower light than they really are; for in order to make a pass in parts of speech, it is necessary for the pupil to be able to distinguish the article, noun, pronoun, adjective, verb, and adverb, a result which is only required by school programmes of pupils of senior division of third class, whereas all pupils of second class and upwards are returned as learning grammar.

*Geography*.—Results, fair. Of the 5,004 examined—

41·2 per cent.	passed on outlines of Map of World.
16·2	" " on Europe or Ireland.

Appendix D.  
Proficiency  
of Pupils  
found in  
attendance  
at inspec-  
tions made  
during the  
year.

The mode of teaching this branch is not sufficiently methodical, while at the same time the subject is often made to assume too pretentious a course for primary schools. The fact is we often find too many maps in a school, and just as often, the real knowledge of geography in the inverse ratio to the number of maps. As a rule I think nothing beyond the Map of World, of Europe, and of Ireland, should be attempted; other maps should, no doubt, be in a school, but they should be merely for reference.

*Needlework.*—Needlework is taught in 63 schools, and with very fair results. Of the 1,958 pupils examined in this branch—

33.8	per cent. were able to sew neatly.
34.0	" " " knit a stocking.
7.4	" " " cut out.

*Extra Branches.*—*Singing*, taught in 7 schools; number learning, 717; general proficiency, fair.

*Drawing*, taught in 5 schools; number learning, 160; general proficiency, pretty fair.

*Agriculture*, taught in 2 schools; number learning, 37; pupils not examined in this subject.

	School.	Number learning.	General Proficiency.
Mensuration, . . . .	39	94	Fair.
Geometry, . . . .	28	84	Do.
Algebra, . . . .	14	55	Middling.
Book-keeping, . . . .	19	53	Poor.
Trigonometry, . . . .	1	4	Pretty fair.

Condition  
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suggestions  
for increas-  
ing the effi-  
ciency of  
the Schools.

*General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

My short connexion with the district does not enable me to say with any degree of certainty whether the state of education is progressive or retrograde. I could not, however, fail to be struck with the densely crowded state of the schools, a fact that afforded unmistakable evidence of the desire of the people for education. When conversing with the managers I brought this matter under their notice, and inquired if any pressure was being brought on the people to secure such large attendance; they told me not, and assured me that, besides being voluntary, the attendance was much larger and more regular now than it had been before the diminution of the population. Further, I frequently found children of from six to eight years old attending schools at a distance of from two to three miles from their homes, and very few of these schools close before 4 o'clock, p.m.

The subjoined per-centages will show that education in this part of West Cork is superior to that in Fermanagh, in which I had been previously stationed:—

Of the pupils examined the proficiency was:—

	IN FERMANAGH DISTRICT. Per cent. of Pupils.	WEST-CORK DISTRICT. Per cent.
Able to read First Book, . . . .	33.8	29.6
Do. Second do., . . . .	28.2	19.1
Do. Third and higher Books, . . . .	14.1	16.6
Writing:—		
Able to write on paper fairly, . . . .	53.6	44.3
Do. with ease and freedom, . . . .	17.7	21.1
Arithmetic:—		
Notation to millions, . . . .	38.8	44.5
Able to do simple subtraction, . . . .	58.2	53.1
Do. division of money, . . . .	23.1	27.3
Do. proportion or practice, . . . .	12.3	13.4
Dictation:—		
Able to write with tolerable accuracy, . . . .	38.2	37.1
Do. ease and correctness, . . . .	15.3	23.

*Teachers.*—I found the teachers earnest and painstaking, and when it is added that some twenty of them enjoy good service salary, and a large portion of the others are aspirants for the same honour, and not unjustly so, sufficient evidence is adduced to show the creditable efficiency of the staff.

*Managers.*—The managers are vigilant in looking after the well-being of their schools, and kind and considerate in their dealings with their teachers. They encourage the payment of school-fees by the pupils. The average payment of fees is higher in this than in any other district with which I have been connected.

My experience of the schools in this district strongly confirms the opinion I have long held, viz., that the undue multiplication of schools is one of the greatest impediments to the *real* advancement of education. A small school relaxes the energies of the best and most devoted teacher, and diminishes that spirit of emulation among the children without which excellence need not be expected.

*Appendix D.*  
Condition and prospects of National Education in the District with suggestions for increasing the efficiency of the Schools.

*General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

Proficiency of Pupils found in attendance at inspections made during the year.

District 60, Cork; Mr. Gillie.—*Reading* (including oral spelling and explanation).—The proficiency in reading is steadily though slowly progressing. In several schools, however, the old monotonous, unintelligent style still hopelessly prevails.

Oral spelling and explanation receive all necessary attention.

*Arithmetic.*—The proficiency in arithmetic may be termed fairly satisfactory. The teachers are generally proficient in this branch, and, as a rule, teach it skilfully for practical purposes.

I cannot say that the pupils are acquainted with the theory, but considering the time spent at school, the results attained are as satisfactory as circumstances will allow.

*Penmanship.*—The progress in penmanship is becoming yearly more rapid, since the introduction of Foster's series. It is not uncommon to find second class children write No. 4 fairly. Indeed I have good reason to believe that several schools in this district have produced, within the last two years, writers not excelled in Ireland.

*Writing from Dictation.*—Writing from dictation is most carefully attended to, but transcription not so well. It is not generally borne in mind that the former exercise partakes more of the character of examination, while the latter is really a lesson in orthography.

*Grammar.*—A great deal of time and attention is bestowed on this branch without appreciable results.

*Geography.*—Geography, both from map and text-book, is fairly taught.

*Needlework.*—Needlework is, on the whole, fairly taught in lay schools; and in the Convent schools the instruction in this branch is of a very superior character, and attended with very satisfactory results.

*Extra Branches.*—*Singing*, taught in 23 schools; number learning, 3,645; general proficiency, tolerable.

*Drawing*, taught in 22 schools; number learning, 1,034; general proficiency, tolerable.

	Schools.	Number learning.	General Proficiency.
Mensuration, . . . . .	25	242	Poor.
Geometry, . . . . .	18	170	Poor.
Algebra, . . . . .	13	161	Poor.
Book-keeping, . . . . .	15	251	Poor.
Trigonometry, . . . . .	1	10	Fair.
Physical and Applied Science, . . . . .	1	52	Fair.



## APPENDIX E.

SUMMARIES OF TABLES RETURNED BY THE DISTRICT INSPECTORS  
IN THEIR ANNUAL REPORTS FOR 1870.

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\* The Inspectors are instructed to make three inspections of the schools in their charge within the year, but of only one of these are they required to give in their Reports full tabulated details of the results of their examination of the pupils. The particulars for this Table, No. 5, are taken from their detailed Reports, and it therefore exhibits neither the total results of all the inspections, nor the actual proficiency of *all* the pupils enrolled during the year, but only the results of *one* round of inspection, and the proficiency only of the pupils *then* found present and examined. But, on the principle of averages, such proficiency may be taken as a fair index of the educational status of the pupils, generally.

TABLE No. 1.—Special

District.	Singing.		Drawing.		Agriculture.		Measurement.		Geometry.	
	Schools.	Number learning.	Schools.	Number learning.	Schools.	Number learning.	Schools.	Number learning.	Schools.	Number learning.
1	—	—	—	—	—	—	—	—	—	—
2	17	530	7	61	8	46	20	44	13	28
3	28	1,300	11	296	5	59	34	77	24	47
4	34	1,659	9	277	6	48	27	150	15	36
5	14	555	3	106	4	35	28	41	22	40
6	17	754	5	117	7	88	25	68	22	66
7	14	533	2	41	4	22	21	60	21	43
8	38	2,271	30	671	2	68	26	33	10	36
9	28	2,046	9	392	—	—	20	120	13	32
10	28	1,475	7	321	3	36	21	66	17	64
11	30	1,442	7	259	20	139	53	60	22	43
12	5	236	1	69	4	60	20	39	27	58
13*	—	—	—	—	—	—	—	—	—	—
14†	9	417	2	23	—	—	32	163	28	75
15	—	—	—	—	—	—	—	—	—	—
16	30	2,756	9	308	3	86	49	133	34	33
17	23	1,272	7	339	1	8	15	67	15	32
18	23	1,201	4	135	2	32	27	105	26	39
19	0	241	5	63	1	12	23	58	14	30
20	—	—	—	—	—	—	—	—	—	—
21	4	318	1	162	40	576	17	29	19	44
22	4	395	—	—	8	107	20	77	31	65
23	5	324	—	—	1	—	6	11	13	27
24†	7	405	2	150	5	142	—	—	—	—
25	13	400	4	60	10	70	19	40	14	24
26	—	—	—	—	—	—	—	—	—	—
27	3	300	1	14	6	123	—	—	7	12
28	11	619	2	68	2	100	18	163	11	37
29	17	888	10	261	64	614	27	89	22	43
30	14	711	5	128	2	17	7	26	6	13
31	8	190	—	—	2	24	16	26	16	33
32	3	247	—	—	4	101	15	134	15	326
33	12	894	4	97	12	81	20	71	15	33
34	10	1,253	5	269	—	—	11	58	14	34
35	4	685	3	131	3	66	17	41	14	28
36	9	370	8	361	5	91	32	164	21	113
37	28	2,125	12	265	14	160	9	19	8	20
38	28	2,580	10	492	—	—	2	10	3	11
39	15	687	1	24	1	36	8	14	2	17
40	12	462	1	43	37	227	21	60	10	20
41	11	766	9	560	5	86	6	16	3	5
42	1	206	1	10	9	181	20	80	22	35
43	5	335	3	61	—	—	5	18	6	19
44	8	627	3	213	2	30	22	60	13	21
45	10	1,114	6	360	3	38	33	172	45	215
46	11	1,482	3	219	2	37	25	100	30	132
47	7	364	—	—	0	55	10	40	13	60
48	0	450	2	96	2	18	45	120	30	86
49	6	465	4	187	1	22	10	31	21	72
50	0	235	7	97	6	62	19	40	10	22
51	—	—	—	—	—	—	—	—	—	—
52	8	642	1	50	1	12	29	136	36	141
53	7	580	1	48	9	103	22	70	19	36
54	—	—	—	—	—	—	—	—	—	—
55	1	60	1	40	—	—	24	109	32	136
56†	—	—	—	—	—	—	—	—	—	—
57	8	469	7	180	2	34	32	155	45	212
58	4	390	3	00	10	142	19	72	31	77
59	7	717	5	160	2	87	30	64	28	84
60	23	3,649	22	1,634	—	—	25	242	18	170
	688	44,228	264	6,550	310	4,182	1,070	3,900	927	3,587

\* Inspector states he cannot give particulars.

† Model Schools not included.

subjects of Instruction, 1870.

Algebra.		Book-keeping.		Trigonometry.		Reasoning.		Navigation.		Physical and Applied Science.		District.
Schools.	Number learning.	Schools.	Number learning.	Schools.	Number learning.	Schools.	Number learning.	Schools.	Number learning.	Schools.	Number learning.	
-	-	-	-	-	-	-	-	-	-	-	-	1
9	18	17	52	-	-	1	3	-	-	-	-	2
17	35	35	79	-	-	1	2	-	-	-	-	3
15	34	19	55	-	-	1	2	-	-	1	66	4
19	40	16	40	-	-	-	-	-	-	-	-	5
22	51	17	58	2	5	1	4	-	-	2	31	6
19	41	23	60	-	-	-	-	-	-	-	-	7
15	65	14	48	2	13	-	-	2	25	-	-	8
9	44	11	59	-	-	-	-	-	-	-	-	9
14	52	12	66	1	19	-	-	1	12	2	47	10
14	37	30	68	1	1	1	1	-	-	2	53	11
30	19	17	41	-	-	-	-	-	-	-	-	12
-	-	-	-	-	-	-	-	-	-	-	-	13*
17	49	18	70	-	-	-	-	-	-	-	-	14†
-	-	-	-	-	-	-	-	-	-	-	-	15
33	89	34	132	2	3	1	1	-	-	-	-	16
15	52	15	67	1	5	-	-	1	1	-	-	17
11	45	18	62	2	10	-	-	-	-	5	48	18
6	9	11	23	-	-	-	-	-	-	-	-	19
-	-	-	-	-	-	-	-	-	-	-	-	20
17	32	9	14	1	1	-	-	-	-	-	-	21
19	42	19	56	-	-	-	-	-	-	-	-	22
12	22	4	6	-	-	-	-	-	-	-	-	23
-	-	-	-	-	-	-	-	-	-	1	46	24†
13	16	10	26	1	2	-	-	1	2	-	-	25
-	-	-	-	-	-	-	-	-	-	-	-	26
16	32	9	15	4	8	1	1	-	-	-	-	27
9	65	14	111	-	-	-	-	-	-	-	-	28
15	46	29	89	-	-	-	-	-	-	1	68	29
2	7	9	36	-	-	-	-	-	-	-	-	30
14	22	5	10	-	-	-	-	-	-	-	-	31
10	111	12	51	-	-	-	-	-	-	-	-	32
8	12	11	25	-	-	-	-	-	-	1	2	33
9	41	10	40	2	13	-	-	1	8	2	19	34
10	19	11	20	1	1	-	-	-	-	1	16	35
25	81	18	75	3	17	-	-	-	-	1	28	36
6	15	12	50	-	-	-	-	-	-	-	-	37
1	6	9	17	-	-	-	-	-	-	1	15	38
8	10	2	11	-	-	-	-	-	-	-	-	39
4	21	9	23	1	1	-	-	1	1	-	-	40
2	4	2	6	-	-	-	-	-	-	-	-	41
15	54	12	34	6	10	-	-	-	-	2	40	42
3	9	2	4	-	-	-	-	-	-	-	-	43
6	14	19	41	-	-	1	9	-	-	-	-	44
29	187	23	105	4	63	1	10	2	31	3	57	45
26	79	16	62	-	-	-	-	-	-	2	45	46
4	36	9	45	1	1	-	-	-	-	-	-	47
34	80	36	95	-	-	-	-	-	-	-	-	48
12	41	18	86	3	14	1	11	2	4	1	24	49
8	11	15	41	1	1	1	1	-	-	-	-	50
-	-	-	-	-	-	-	-	-	-	-	-	51
25	101	12	46	1	2	-	-	-	-	1	1	52
4	8	14	51	-	-	-	-	-	-	-	-	53
-	-	-	-	-	-	-	-	-	-	-	-	54
21	83	25	147	1	4	-	-	-	-	2	37	55
-	-	-	-	-	-	-	-	-	-	-	-	56†
34	139	24	153	8	6	2	9	3	14	-	-	57
5	26	9	25	1	12	-	-	1	6	-	-	58
14	55	19	52	1	4	-	-	-	-	-	-	59
18	161	16	231	1	10	-	-	-	-	1	62	60
680	2,368	771	2,927	49	284	13	47	16	193	39	693	

† See note in report as to these blanks.

‡ Inspector prevented by illness from collecting particulars.

TABLE No. 2.—Classification of 6,332 National Schools in 57 School

District.	No. of Schools returned.	Building and Repairs.				Furniture and Apparatus.				Premises, Playgrounds, &c.				
		Good.	Fair.	Middling.	Unsatisfactory.	Good.	Fair.	Middling.	Unsatisfactory.	Good.	Fair.	Middling.	Unsatisfactory.	Notes.
1	122	63	32	25	2	34	50	30	2	14	30	40	16	-
2	118	59	22	37	14	53	32	13	12	20	23	14	13	34
3	124	78	35	8	5	73	40	10	1	43	44	21	4	12
4	127	57	27	33	10	33	49	19	6	10	27	14	41	35
5	125	22	39	55	0	23	45	54	3	14	27	41	-	43
6	130	01	47	13	0	69	44	17	9	34	18	20	-	53
7	132	80	23	4	15	81	27	12	12	25	28	24	12	40
8	136	80	45	9	2	48	52	31	4	28	80	28	-	53
9	112	61	46	10	1	60	51	1	-	32	30	27	-	23
10	110	30	16	6	4	89	7	0	8	70	11	16	13	-
11	124	55	54	12	2	43	64	16	1	22	29	30	-	43
12	121	54	20	14	29	24	21	33	33	27	22	3	1	88
13	118	34	37	29	27	30	37	25	27	12	11	15	21	69
14	116	37	36	19	18	35	35	20	14	16	26	14	-	65
15*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	125	83	25	6	0	51	66	14	-	27	58	19	-	21
17	130	33	43	50	4	33	43	55	2	40	46	20	39	-
18	124	42	40	20	22	53	35	16	20	28	46	43	13	-
19	114	74	20	10	4	39	41	26	8	28	43	25	8	10
20	00	40	30	11	13	22	41	29	4	14	5	5	-	74
21	109	52	30	7	10	36	49	12	12	26	36	-	1	46
22	118	23	53	23	19	18	46	45	0	8	30	25	8	43
23	120	20	60	20	11	0	66	30	1	4	58	20	2	48
24	118	32	43	38	5	32	47	34	5	35	42	33	4	4
25	115	85	15	10	5	78	15	16	6	53	11	21	10	29
26	99	42	23	18	15	32	38	24	13	24	18	18	5	86
27	113	63	26	21	3	61	26	24	2	39	8	7	1	53
28	121	65	37	17	2	40	48	31	2	32	8	8	-	73
29	115	81	11	12	1	85	14	15	1	63	24	7	1	-
30	98	67	28	3	-	54	40	4	-	40	32	4	-	-
31	116	29	66	28	12	22	64	31	8	20	21	2	2	80
32	87	48	4	31	12	20	4	20	13	42	1	7	16	31
33	116	43	27	32	16	40	29	36	10	32	28	24	11	59
34	90	40	24	16	8	32	30	27	11	9	18	28	10	59
35	108	60	42	3	3	46	53	8	1	32	63	6	-	7
36	102	47	35	19	2	48	38	15	4	40	35	13	-	14
37	106	46	53	7	-	35	59	11	1	47	48	10	1	-
38	74	42	15	10	7	46	19	9	-	18	28	8	14	7
39	91	56	22	7	0	52	26	7	7	57	24	1	12	-
40	90	25	43	17	12	39	32	19	9	19	46	29	8	1
41	97	50	24	20	3	34	36	25	-	31	11	19	-	38
42	108	43	38	21	0	39	50	23	3	7	31	23	18	29
43	112	40	48	21	5	29	68	24	1	17	46	20	1	28
44	98	74	11	8	3	47	30	10	11	59	10	12	7	11
45	112	50	20	18	22	45	21	23	23	46	23	14	7	22
46	111	46	39	18	8	29	43	29	10	26	28	13	13	39
47	100	55	23	24	18	33	25	30	12	21	16	16	17	36
48	131	56	37	12	6	60	30	9	6	31	25	24	7	24
49	98	44	40	13	1	45	36	16	1	26	28	17	-	29
50	98	35	32	30	1	37	22	47	2	50	18	29	-	36
51*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
52	117	53	40	11	5	50	30	11	17	43	20	18	10	33
53	163	58	29	16	-	45	41	13	4	39	30	18	11	3
54*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
55	163	41	42	13	7	27	38	27	11	37	24	4	8	30
56	110	77	23	0	2	59	39	10	2	42	39	18	0	15
57	115	74	11	22	7	75	11	26	8	75	14	20	0	3
58	148	18	56	24	8	16	47	39	4	8	13	14	6	65
59	103	87	30	23	11	32	35	28	8	14	27	13	6	43
60	87	05	16	11	5	59	31	4	2	40	21	11	8	29
Total,	6,332	2,969	1,877	1,021	465	2,495	2,107	1,236	414	1,774	1,528	086	415	1,810
Percent.	-	46.0	29.0	16.1	7.4	39.4	33.2	19.8	6.5	28.0	24.2	13.8	6.6	29.4

\* No returns.



Districts, in regard to heads indicated in the following Table :—

Out-Offices.					Space Accommodation.				Supply of Books and other Requisites.				District.
Good.	Fair.	Middling.	Unsatisfactory.	Name.	Good.	Fair.	Middling.	Unsatisfactory.	Good.	Fair.	Middling.	Unsatisfactory.	
21	11	12	-	75	39	61	29	2	26	74	20	8	1
22	38	28	4	21	34	41	20	8	23	18	40	23	2
23	38	10	7	32	84	28	0	8	64	50	8	2	5
24	27	3	21	40	48	45	14	15	26	54	10	27	4
25	29	14	6	66	20	52	43	16	22	43	43	13	5
26	22	10	4	54	31	19	15	7	55	55	17	5	6
27	35	12	18	36	44	56	22	10	86	26	15	8	7
28	43	19	2	16	85	10	25	16	56	45	13	26	8
29	32	8	7	18	61	40	9	2	70	32	7	8	9
30	10	9	10	6	106	3	2	-	106	2	2	-	10
31	63	34	6	14	95	55	2	2	38	62	5	19	11
32	12	2	6	80	62	10	17	23	46	32	26	28	12
33	6	10	10	75	44	26	19	24	56	50	16	18	13
34	19	12	0	86	36	40	23	9	83	45	26	7	14
35	-	-	-	-	-	-	-	-	-	-	-	-	15*
36	45	18	6	24	42	61	21	1	59	63	9	1	16
37	28	30	7	31	60	40	48	2	40	40	46	4	17
38	20	13	7	57	64	34	18	18	94	17	6	5	18
39	36	28	8	31	66	26	12	10	27	44	34	9	19
40	7	-	-	86	47	26	11	12	16	44	18	12	20
41	8	7	7	69	33	43	8	22	62	36	5	6	21
42	10	15	9	71	47	16	26	29	72	35	8	3	22
43	28	5	1	76	114	1	4	1	58	37	12	13	23
44	12	10	13	63	59	30	25	6	41	33	27	17	24
45	10	10	9	21	73	22	15	6	45	33	22	15	25
46	7	8	6	38	77	10	1	11	39	24	17	29	26
47	4	6	10	42	60	25	14	14	49	38	10	16	27
48	10	7	2	63	51	22	28	11	48	37	36	-	28
49	11	18	-	9	38	19	6	2	94	15	6	-	29
50	36	5	-	8	74	17	3	4	69	29	12	-	30
51	12	-	5	100	38	70	19	8	11	94	18	12	31
52	4	5	3	42	46	4	12	6	60	19	-	2	32
53	23	15	15	28	44	30	40	4	19	39	47	13	33
54	16	12	8	42	35	38	14	3	14	34	28	16	34
55	18	8	0	39	60	35	8	7	31	64	22	11	35
56	15	8	4	34	80	10	2	-	55	32	14	2	36
57	60	0	3	19	77	25	5	1	28	54	16	6	37
58	27	8	18	-	29	53	16	7	86	14	2	2	38
59	14	4	8	16	70	16	2	7	43	28	16	7	39
60	10	19	11	32	63	17	8	9	43	40	9	7	40
61	25	27	-	25	64	16	17	-	69	33	5	-	41
62	23	8	9	31	40	42	16	7	22	44	20	22	42
63	27	4	7	63	30	64	22	6	41	61	6	14	43
64	10	10	10	27	64	27	6	1	31	36	9	2	44
65	9	4	11	53	56	22	17	23	45	27	36	10	45
66	11	9	3	57	48	27	16	20	31	19	5	6	46
67	16	16	10	17	31	28	35	25	33	37	26	4	47
68	22	10	11	13	68	22	12	8	67	10	10	4	48
69	20	15	-	27	81	14	3	-	68	20	9	-	49
70	20	15	1	28	57	24	12	2	40	31	10	11	50
71	-	-	-	-	-	-	-	-	-	-	-	-	51*
72	31	6	6	31	68	11	11	27	91	4	18	4	52
73	26	13	4	36	41	40	3	19	30	47	20	6	53
74	-	-	-	-	-	-	-	-	-	-	-	-	54*
75	26	14	16	14	66	17	12	18	58	26	12	5	55
76	22	13	-	27	61	30	10	9	42	41	20	7	56
77	8	13	2	18	73	18	12	0	18	75	22	-	57
78	18	9	8	56	15	63	17	11	10	89	28	9	58
79	19	15	6	44	58	17	2	23	63	22	4	14	59
80	21	10	4	17	90	-	-	7	82	4	3	8	60
1,312	1,339	871	379	2,231	3,293	1,635	837	647	2,746	2,127	900	604	Total.
28.6	19.6	10.6	6.6	33.2	53.6	21.8	19.1	8.6	43.3	32.6	14.1	8.0	Percent.

TABLE 3.—Exhibiting Classification of 6,329 National Schools in 57 School Districts, as to observance of Cleanliness, Neatness, and Order.

District.	No. of Schools returned.	School-rooms.				Children.				Out-Offices.				
		Good.	Fair.	Middling.	Unsatisfactory.	Good.	Fair.	Middling.	Unsatisfactory.	Good.	Fair.	Middling.	Unsatisfactory.	None.
1	119	34	67	16	2	25	77	15	1	22	14	8	-	75
2	115	53	52	14	14	37	49	26	18	39	53	17	15	22
3	124	63	53	4	4	69	43	12	-	57	82	17	4	32
4	127	59	56	14	5	47	54	14	9	47	9	28	40	40
5	125	39	45	26	5	37	47	35	5	29	29	16	5	55
6	139	41	48	17	4	43	74	12	1	27	34	7	2	54
7	132	72	45	11	4	74	44	9	5	51	35	12	18	34
8	136	60	55	16	5	25	59	21	-	55	58	25	3	19
9	112	62	48	2	-	78	34	-	-	53	27	8	5	14
10	119	66	18	5	-	94	12	4	-	77	16	7	5	5
11	124	48	52	4	-	35	72	16	-	11	44	32	6	9
12	121	54	28	20	19	50	39	25	7	21	12	-	8	80
13	112	32	40	20	20	38	36	24	16	15	19	10	16	72
14	116	40	52	23	15	32	37	21	-	20	29	4	-	60
15*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	125	53	57	14	1	45	64	16	-	30	30	23	11	25
17	109	33	43	50	4	25	101	4	-	28	28	25	7	31
18	124	63	25	27	9	44	57	19	4	27	29	13	7	57
19	114	47	34	26	7	22	48	26	8	18	31	22	11	39
20	94	36	35	29	2	20	36	26	3	9	7	-	-	80
21	109	44	52	7	6	40	61	4	4	18	4	6	10	69
22	118	35	69	12	2	19	86	14	-	8	19	18	8	51
23	120	78	31	8	3	76	42	1	-	24	16	3	2	56
24	118	61	12	19	5	80	27	6	5	22	11	12	19	65
25	115	79	17	25	5	66	29	21	11	58	10	14	16	51
26	99	39	34	21	14	19	38	30	17	32	15	9	7	56
27	118	68	35	17	3	56	52	5	-	27	8	9	13	62
28	121	52	57	9	2	55	64	12	-	35	15	7	2	62
29	116	67	18	7	2	81	34	-	-	77	11	12	-	9
30	98	53	43	2	-	57	40	1	-	48	39	3	-	8
31	126	24	66	12	9	21	62	16	6	16	18	1	6	100
32	87	50	5	21	11	46	14	27	6	31	6	4	4	42
33	118	33	52	34	19	36	44	36	8	20	24	26	14	29
34	90	19	38	28	5	17	35	33	4	19	17	9	3	42
35	108	61	42	9	-	41	62	5	-	32	26	4	4	29
36	103	62	33	7	-	41	69	9	-	40	29	2	3	57
37	106	56	38	10	2	50	46	-	-	33	43	3	4	30
38	74	44	19	7	4	16	86	14	9	27	39	9	4	-
39	94	58	24	4	8	33	29	1	1	48	15	4	8	19
40	92	45	29	18	2	54	26	14	3	21	23	10	9	30
41	97	31	40	20	-	48	32	17	-	23	21	24	-	29
42	108	34	43	25	6	79	23	36	7	19	36	16	12	31
43	112	31	63	10	2	22	68	20	2	21	27	4	7	53
44	93	50	41	1	-	54	42	-	-	30	31	5	5	57
45	112	48	32	24	8	64	32	12	8	23	9	4	11	53
46	111	53	41	18	4	65	27	16	3	27	14	10	2	57
47	100	45	14	30	11	47	22	26	5	44	4	12	9	21
48	111	62	20	20	3	72	23	12	2	23	29	20	16	13
49	20	66	16	2	-	99	8	-	-	24	46	7	-	27
50	28	22	27	49	-	28	18	53	1	34	20	15	1	28
51*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
52	117	59	37	24	7	22	76	19	-	22	41	7	6	31
53	103	40	48	13	2	39	59	14	-	28	25	12	3	35
54*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
55	103	46	44	7	6	45	44	7	5	35	25	14	15	14
56	110	80	21	8	1	84	21	8	-	54	18	8	3	27
57	115	70	28	10	-	35	64	16	-	72	13	9	2	19
58	104	17	50	29	10	19	61	29	6	10	27	7	2	60
59	103	37	39	25	4	59	47	28	8	19	25	12	6	44
60	97	47	45	5	-	49	44	4	-	41	22	13	3	18
Total.	6,329	2,810	2,169	634	280	2,567	2,089	297	169	1,753	1,200	664	367	2,263
Per cent.	-	46.0	34.7	10.0	4.5	40.6	32.4	4.7	2.7	27.7	19.0	10.5	5.8	35.4

\* No returns.

TABLE No. 4.—Classification of 6,276 National Schools in 57 School Districts, as to the nature of the Average Daily Attendance commanded by them; also the number of Schools for which the Teachers pay Rent, and the average Rent per School.

District.	No. of Schools.	Number of Schools respectively in which the average daily attendance of Pupils is						Average per School of those under 20.	Average per School for entire District.	Average attendance in ordinary National Schools.	No. of Schools for which Teachers pay rent.	Amount of Rent.	Average Rent per School.
		Under 20.	20 but under 25.	25 but under 30.	30 but under 35.	35 but under 40.	40 and above.						
1	110	47	28	29	12	6	—	28.8	33.0	34.1	5	£ 10 0	3 3 4
2	110	35	21	18	34	6	2	25.4	44.4	39.0	—	—	—
3	124	35	25	31	23	8	3	23.8	40.4	39.2	10	£ 15 0	0 1 0
4	127	27	22	28	40	9	1	24.4	42.0	41.1	—	—	—
5	126	41	10	37	29	0	—	24.0	38.2	39.0	10	£ 19 0	2 1 8½
6	129	32	25	35	31	7	1	23.7	40.1	39.1	—	—	—
7	122	40	27	34	24	3	—	24.4	39.8	36.8	8	£ 5 0 0	4 3 4
8	126	12	9	16	36	34	10	23.2	62.7	61.2	2	£ 18 0	4 9 0
9	122	13	13	17	31	30	18	22.6	78.1	60.7	2	£ 10 0	2 15 0
10	110	12	5	12	28	42	11	24.8	60.6	64.6	1	£ 0 0 0	4 0 0
11	118	27	12	22	34	21	2	23.2	51.7	49.6	7	£ 1 4 0	0 11 8
12	115	15	10	22	45	13	1	24.1	47.6	45.8	30	£ 4 10 0	1 16 0½
13	116	36	31	31	17	1	2	23.4	36.6	34.3	28	£ 19 0	1 16 4
14	110	37	28	30	9	6	—	22.3	32.6	33.4	11	£ 12 6	2 0 0
15*	—	—	—	—	—	—	—	—	—	—	—	—	—
16	126	20	18	37	47	12	1	23.2	40.2	45.1	3	£ 0 0 0	3 0 0
17	130	24	26	40	39	12	—	24.5	43.1	43.1	1	£ 0 0 0	2 0 0
18	124	28	14	31	41	9	1	22.7	43.2	45.1	11	£ 15 0	1 10 0½
19	114	15	17	24	42	14	2	23.5	50.1	45.4	6	£ 0 0 0	4 0 0
20	91	24	13	18	19	4	3	24.4	40.1	39.6	23	£ 4 7 5	1 18 7
21	111	4	4	14	40	44	3	23.5	62.8	62.4	6	£ 4 5 0	2 7 6
22	118	7	10	27	54	19	1	26.8	54.3	52.7	65	£ 7 2 3½	2 4 0½
23	121	33	22	38	21	4	3	24.1	40.2	37.6	27	£ 10 0	1 1 10
24	124	31	24	29	25	15	—	23.6	40.0	40.2	17	£ 12 12	2 4 1½
25	109	18	20	30	10	7	4	23.8	50.1	40.8	—	—	—
26	102	24	18	27	27	6	—	21.8	40.1	39.5	—	—	—
27	112	6	10	20	40	16	2	27.2	50.1	48.4	7	£ 10 0	1 4 3
28	121	25	14	42	31	17	2	24.6	40.0	45.1	23	£ 7 5 0	2 1 0
29	115	42	24	30	13	4	2	23.9	38.8	34.0	—	—	—
30	92	13	7	20	16	28	10	23.3	74.1	52.2	—	—	—
31	122	46	23	26	35	3	—	24.1	30.4	30.3	44	£ 10 11	1 17 6½
32	87	4	5	18	43	18	2	20.1	52.2	51.1	—	—	—
33	118	41	27	30	20	8	2	22.5	40.4	36.8	1	£ 10 0	0 10 0
34	90	32	18	12	16	7	5	23.5	32.5	34.3	—	—	—
35	106	34	20	17	12	13	6	27.5	45.5	38.8	2	£ 2 6	2 1 8
36	90	14	23	20	25	6	2	26.1	40.2	42.5	—	—	—
37	105	20	16	20	24	12	4	23.5	46.7	42.2	1	£ 4 0	5 4 0
38	45	6	4	8	11	21	15	20.1	30.1	29.1	—	—	—
39	94	20	14	27	10	8	0	25.1	40.2	42.9	—	—	—
40	90	20	17	14	22	12	0	23.2	41.6	44.1	—	—	—
41	94	18	15	20	19	12	5	27.1	51.2	41.1	—	—	—
42	108	20	11	27	31	18	1	24.4	48.1	48.5	2	£ 3 0	2 11 0
43	112	17	10	31	40	12	2	24.1	46.8	43.1	—	—	—
44	95	7	0	23	31	21	4	21.1	53.8	51.1	—	—	—
45	112	11	5	21	42	25	7	22.6	61.9	57.0	8	£ 2 0 0	1 10 0
46	111	4	9	15	26	50	9	27.7	71.4	67.7	12	£ 12 0	1 10 1
47	97	11	10	20	27	20	3	24.6	52.4	48.5	1	£ 0 0	1 0 0
48	111	4	8	27	39	26	7	22.6	64.8	54.4	—	—	—
49	98	21	15	14	34	12	2	24.7	49.0	48.2	2	£ 18 0	5 9 0
50	99	34	20	20	18	4	7	24.5	48.7	35.9	—	—	—
51*	—	—	—	—	—	—	—	—	—	—	—	—	—
52	118	4	9	12	37	40	11	28.1	60.7	48.1	9	£ 2 4	3 2 0
53	109	9	5	16	40	22	8	20.1	62.5	51.6	1	£ 0 0	2 0 0
54*	—	—	—	—	—	—	—	—	—	—	—	—	—
55	103	2	4	14	34	41	8	24.1	73.1	69.4	—	—	—
56	110	5	0	12	44	30	4	27.2	60.9	60.2	4	£ 3 0	4 15 0
57	115	5	4	14	41	30	15	24.1	73.1	64.1	5	£ 2 0 0	2 8 0
58	106	10	7	24	30	31	4	23.9	58.6	54.1	2	£ 0 0	4 10 0
59	103	5	5	11	41	35	3	23.5	70.2	63.1	2	£ 0 0	1 0 0
60	97	8	2	9	26	34	16	17.5	30.1	37.7	—	—	—
Total.	6,276	1,177	850	1,318	1,687	887	257	—	—	—	380	£ 743 11 4½	1 19 3½
Percent.	—	18.8	13.5	21.0	26.9	15.7	4.1	—	—	—	—	—	—

\* No returns.

TABLE No. 5.—Ages of 208,439 Pupils examined by Inspectors

District.	No. of Schools.	Under 5 years of age.		5 and under 6.		6 and under 7.		7 and under 8.		8 and under 9.	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1.	81	85	48	119	103	103	120	104	128	173	161
2.	72	78	85	152	148	108	140	204	183	178	168
3.	112	113	111	189	161	204	186	291	249	290	266
4.	98	127	161	201	225	251	229	300	296	294	268
5.	110	61	77	123	80	172	145	224	173	241	254
6.	122	60	79	151	152	353	290	293	225	247	238
7.	129	109	144	169	180	277	280	269	240	334	284
8.	126	417	448	412	388	481	452	818	607	824	516
9.	107	357	379	414	404	453	418	578	457	481	453
10.	91	103	192	262	265	320	290	390	315	405	393
11.	106	159	220	264	265	361	338	373	338	395	370
12.	91	74	93	126	151	167	171	190	211	250	259
13.	86	92	75	87	70	139	140	143	168	203	193
14.	105	64	77	132	121	174	173	203	213	295	324
15.	—	—	—	—	—	—	—	—	—	—	—
16.	122	175	218	250	259	282	271	348	279	353	374
17.	130	88	111	238	195	322	259	335	354	394	398
18.	122	143	144	211	173	335	380	318	335	402	327
19.	103	59	165	184	195	242	258	303	226	310	277
20.	80	170	170	191	171	218	183	207	181	268	269
21.	111	145	369	249	203	356	325	485	354	524	429
22.	115	80	117	162	160	236	207	284	254	357	351
23.	73	69	46	116	114	138	122	160	142	214	168
24.	42	21	17	36	41	70	61	105	84	118	102
25.	107	100	217	201	242	293	311	323	317	315	265
26.	86	64	59	117	137	156	156	210	211	277	267
27.	102	50	103	136	162	204	231	280	267	319	297
28.	121	246	179	282	298	319	284	344	335	386	350
29.	113	162	165	175	164	258	210	293	273	369	275
30.	89	292	403	262	346	392	373	308	391	294	353
31.	120	45	67	146	121	262	215	305	323	365	329
32.	91	153	193	170	215	298	300	440	248	327	340
33.	100	162	165	165	103	215	260	223	236	278	238
34.	88	54	182	102	188	168	255	235	309	270	292
35.	107	94	93	84	105	104	208	216	246	296	300
36.	98	105	188	172	149	160	162	274	243	316	308
37.	104	125	228	231	189	220	272	291	203	297	264
38.	70	463	586	341	382	373	442	317	438	291	400
39.	94	115	150	194	188	207	222	272	283	271	314
40.	92	212	246	217	265	200	267	304	354	260	302
41.	75	54	135	133	182	175	243	184	229	239	230
42.	97	50	85	120	140	193	159	267	228	331	276
43.	80	113	247	188	270	294	206	213	309	241	244
44.	93	161	221	229	240	270	205	315	329	367	308
45.	89	72	118	143	161	201	210	309	310	347	271
46.	111	206	197	289	267	400	330	449	495	556	539
47.	77	104	177	136	136	180	208	190	224	174	210
48.	111	155	118	202	254	298	214	223	225	322	351
49.	95	78	189	128	173	192	221	267	240	291	264
50.	95	125	287	120	280	300	242	285	351	314	314
51.	—	—	—	—	—	—	—	—	—	—	—
52.	88	187	264	285	275	295	298	350	520	383	340
53.	93	121	167	150	186	230	220	260	256	312	269
54.	—	—	—	—	—	—	—	—	—	—	—
55.	91	110	191	192	278	304	239	374	351	406	453
56.	79	104	181	172	187	210	214	265	250	338	311
57.	115	37	85	289	420	292	341	385	394	412	416
58.	96	37	141	175	190	242	250	277	333	337	344
59.	107	177	165	247	266	317	375	450	454	447	496
60.	73	230	259	309	265	360	250	415	281	387	293
Total.	5,618	7,325	10,003	10,942	11,012	14,514	14,190	16,805	16,162	18,252	17,029
Per cent.,		8.8		7.5		9.8		11.4		11.9	

\* No returns.

in 57 School Districts during the year 1870.

9 and under 10.		10 and under 11.		11 and under 12.		12 and under 13.		13 and under 14.		14 and under 15.		District.
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
178	114	183	144	165	153	145	99	105	55	88	54	1
173	148	180	135	113	95	99	74	68	44	32	21	2
291	254	202	245	213	187	184	129	103	109	62	88	3
290	215	200	193	172	145	151	118	136	84	80	54	4
257	214	315	289	268	179	229	183	143	105	118	82	5
243	259	228	215	195	148	149	97	95	84	71	32	6
317	308	371	297	279	191	250	180	159	114	147	92	7
337	433	414	383	321	265	233	192	140	94	75	50	8
470	397	440	373	307	269	234	235	139	123	64	32	9
369	341	379	296	279	204	225	140	146	79	75	49	10
358	356	333	100	281	142	172	109	139	59	34	30	11
258	261	275	290	215	252	195	107	121	108	48	74	12
231	203	285	212	200	130	180	154	133	75	61	51	13
251	241	203	204	200	155	219	161	143	80	82	43	14
-	-	-	-	-	-	-	-	-	-	-	-	15*
316	298	344	297	275	220	225	190	140	115	83	77	16
420	278	401	375	307	226	310	230	208	131	148	99	17
379	287	429	394	356	323	349	297	234	139	126	110	18
279	261	297	224	189	187	143	156	169	118	67	86	19
219	187	192	168	149	132	132	132	77	74	45	48	20
472	441	525	538	440	307	394	358	225	226	169	133	21
454	447	457	457	355	301	301	256	260	202	180	180	22
178	144	143	187	142	120	111	80	48	63	32	50	23
124	142	145	114	106	91	110	71	32	51	45	38	24
363	376	246	349	264	339	297	236	165	168	97	92	25
294	221	269	270	245	198	212	152	135	105	87	68	26
293	280	282	310	242	193	167	179	122	118	81	82	27
389	329	380	313	372	274	301	250	202	188	171	142	28
280	292	230	240	174	136	172	129	90	80	80	77	29
253	415	265	408	212	342	147	262	70	170	40	120	30
365	331	420	328	315	256	231	195	144	127	80	75	31
339	291	269	323	258	210	134	149	145	100	77	45	32
219	261	138	249	135	200	160	104	114	92	52	43	33
252	204	289	288	203	252	197	193	93	139	97	80	34
319	329	300	385	325	301	260	314	165	178	119	111	35
380	324	348	303	265	257	225	276	171	177	81	111	36
285	272	248	283	239	224	147	200	95	152	70	101	37
289	418	274	430	189	284	125	321	89	191	94	122	38
255	305	280	309	182	228	149	189	104	117	88	77	39
391	354	300	309	247	303	171	257	112	187	72	122	40
218	261	194	227	168	164	133	109	74	118	54	75	41
343	272	329	299	314	264	249	175	143	198	28	88	42
240	277	254	355	194	284	174	179	81	112	51	72	43
534	377	342	361	278	240	239	211	136	186	74	98	44
370	403	355	433	302	364	312	288	216	212	144	184	45
364	350	505	540	473	480	370	431	272	269	189	183	46
194	227	202	305	149	189	152	176	95	114	32	83	47
397	432	312	498	334	442	244	322	232	404	184	246	48
277	285	315	263	239	230	245	209	113	121	61	94	49
235	279	200	203	212	215	159	109	163	127	62	70	50
-	-	-	-	-	-	-	-	-	-	-	-	51*
460	405	447	414	315	328	232	275	148	155	121	83	52
343	338	347	373	331	300	290	304	188	171	122	142	53
-	-	-	-	-	-	-	-	-	-	-	-	54*
405	376	397	375	303	306	297	241	187	177	110	183	55
330	387	329	320	280	307	250	269	163	186	128	110	56
435	485	515	490	425	394	347	371	223	238	192	142	57
345	384	387	415	308	307	337	287	181	173	137	88	58
503	492	511	522	332	335	329	332	201	212	125	139	59
430	295	416	380	373	295	284	228	188	151	95	47	60
16,388	17,711	18,276	17,809	14,639	14,382	12,315	12,265	8,004	7,884	5,159	5,192	Total.
1208		1291		997		892		593		394		Percent.

(continued.)

TABLE No. 5—continued.—Ages of 298,439 Pupils examined by Inspectors in 57 School Districts during the year 1870.\*

District.	15 and under 16.		16 and under 17.		17 and under 18.		18 and under 19.		19 and under 20.		20 and above.		Total.
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
1	73	46	40	30	—	—	—	—	—	—	—	—	2,938
2	17	7	18	4	5	—	1	1	1	—	2	—	2,716
3	28	28	9	20	4	2	5	2	2	—	2	2	6,220
4	44	24	25	18	18	9	12	1	4	—	2	1	4,552
5	54	38	61	38	9	5	5	5	1	—	4	—	4,111
6	26	10	16	4	7	—	11	2	5	—	5	—	5,532
7	71	31	43	17	13	7	16	4	3	2	1	1	5,548
8	29	15	9	7	5	2	1	—	—	—	—	—	7,120
9	27	30	5	4	2	8	—	—	—	1	—	—	7,566
10	39	16	11	3	—	—	—	—	—	—	—	—	8,128
11	22	20	28	18	—	—	—	—	—	—	—	—	8,528
12	54	53	7	8	—	4	5	3	2	—	—	—	4,144
13	56	22	39	18	16	0	2	2	1	—	—	—	8,570
14	40	14	28	6	12	1	0	—	3	—	1	—	4,599
15*	—	—	—	—	—	—	—	—	—	—	—	—	—
16	31	40	18	12	11	6	0	3	1	—	1	—	8,199
17	59	37	27	21	—	—	—	—	—	—	—	—	8,607
18	68	51	45	20	21	10	8	4	3	—	1	—	8,466
19	37	44	45	45	5	5	1	4	—	—	2	1	4,489
20	22	9	15	11	—	—	—	—	—	—	—	—	3,583
21	70	54	42	38	22	14	9	3	—	—	—	—	7,937
22	71	65	81	51	11	8	4	4	3	1	—	—	8,371
23	8	20	10	11	2	7	2	0	—	—	—	—	2,607
24	54	28	15	0	0	1	3	0	1	—	1	2	1,830
25	54	51	21	14	9	5	2	4	—	—	—	—	5,922
26	57	22	24	12	16	—	7	1	8	—	—	—	4,688
27	41	55	23	40	4	3	4	—	—	—	2	1	4,284
28	63	71	41	29	16	2	15	—	—	—	—	—	6,550
29	39	25	22	17	—	—	—	—	—	—	—	—	4,280
30	14	43	1	21	1	9	—	4	—	11	—	12	6,214
31	51	25	21	0	0	5	5	2	3	1	—	1	8,562
32	41	13	5	3	2	1	2	—	2	—	5	—	5,074
33	34	29	16	12	2	1	1	—	—	—	—	—	4,064
34	44	47	17	22	2	12	2	2	1	—	—	—	4,863
35	49	40	39	23	—	—	—	—	—	—	—	—	5,023
36	53	67	35	25	8	2	3	4	—	—	1	—	5,200
37	22	22	12	7	6	3	1	1	4	—	1	—	4,792
38	12	132	—	—	—	—	—	—	—	—	—	—	7,626
39	27	40	24	24	—	—	—	—	—	—	—	—	4,751
40	26	56	5	25	2	8	4	1	—	—	—	—	5,745
41	42	47	—	5	2	—	—	—	—	—	—	—	3,712
42	45	33	21	10	3	1	2	—	—	—	1	—	4,420
43	33	40	11	17	—	—	—	—	—	—	—	—	4,337
44	38	44	7	20	—	—	—	—	—	—	—	—	5,714
45	50	70	38	33	26	15	11	5	3	1	—	—	6,145
46	55	71	29	25	10	—	5	1	—	—	—	—	9,004
47	42	35	31	17	1	—	—	—	—	—	—	—	3,793
48	185	221	178	114	122	140	19	52	5	17	—	5	7,653
49	22	40	15	0	4	1	4	3	—	—	1	—	4,901
50	26	33	12	15	2	0	3	2	—	—	—	—	4,671
51*	—	—	—	—	—	—	—	—	—	—	—	—	—
52	68	40	25	18	—	—	—	—	—	—	—	—	4,622
53	65	71	58	32	2	7	1	5	—	—	1	—	5,670
54*	—	—	—	—	—	—	—	—	—	—	—	—	—
55	64	72	37	27	8	5	7	4	2	—	—	—	5,428
56	55	88	27	20	1	4	—	1	—	—	1	—	4,261
57	90	101	60	68	—	—	—	—	—	—	—	—	1,718
58	82	44	26	26	—	—	—	—	—	—	—	—	2,820
59	68	38	21	18	4	5	2	—	1	—	2	—	1,708
60	40	21	13	2	—	—	—	—	—	—	—	—	4,122
Total.	2,760	2,582	1,408	1,160	417	331	301	139	54	38	68	37	298,439
Percent.	1.6		.9		.2		.1		.03		.02		

\* No returns.

TABLE No. 6.—Exhibiting the Proficiency of the Pupils examined by the Inspectors during the year 1870, under each head.\*

District.	READING.								WRITING.							
	Total Number examined.		Able to read First Book correctly.		Able to read Second Book correctly.		Able to read Third or higher Books with ease and intelligence.		Total Number examined.		Able to Write on Paper fairly.		Able to Write with ease and freedom.			
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1	1,483	1,254	418	379	408	270	285	211	824	693	352	247	188	129		
2	1,447	1,209	387	527	373	316	253	217	860	728	331	283	74	84		
3	2,310	2,916	717	826	529	667	358	269	1,356	1,217	688	405	09	28		
4	2,371	1,961	661	663	603	637	674	440	1,341	1,066	473	392	136	88		
5	2,339	1,802	589	438	745	629	416	322	1,817	1,682	696	591	85	49		
6	2,176	1,756	466	441	414	321	308	260	913	712	564	378	85	40		
7	2,308	2,341	342	784	598	430	460	341	1,449	1,183	404	618	264	180		
8	4,606	3,753	1,155	1,032	666	941	626	460	2,601	1,767	814	632	148	118		
9	3,912	3,654	1,017	946	689	628	773	588	2,104	1,831	925	796	264	194		
10	3,068	2,491	679	406	678	461	681	354	1,462	1,077	523	690	312	180		
11	2,944	2,314	774	636	762	635	660	367	1,609	1,159	703	531	202	133		
12	2,011	2,138	649	568	496	506	153	167	1,102	1,249	389	366	05	83		
13	517	1,553	582	484	475	400	296	242	1,196	1,014	349	468	247	260		
14	2,150	1,740	597	507	562	448	439	282	1,374	1,032	565	420	141	83		
15†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
16	2,900	2,622	680	585	497	647	321	526	1,487	1,627	660	656	287	226		
17	3,242	2,663	812	1,403	656	612	629	580	2,664	1,866	939	671	226	179		
18	3,440	2,668	1,106	1,106	934	714	779	519	2,136	1,809	808	732	420	292		
19	2,166	2,293	542	550	574	668	316	327	900	663	589	465	132	74		
20	1,920	1,633	492	433	468	464	313	212	666	643	466	443	186	180		
21	4,146	3,611	1,132	1,094	808	834	647	716	2,660	2,371	1,066	1,045	471	357		
22	3,057	2,669	864	764	790	766	695	660	1,863	1,846	1,063	1,072	127	188		
23	1,370	1,287	388	412	391	369	111	161	568	501	325	314	57	97		
24	1,010	814	314	245	388	367	180	110	612	569	281	228	50	39		
25	2,762	3,146	861	932	421	487	181	187	1,637	1,632	508	691	166	84		
26	2,242	1,629	493	432	529	492	522	276	1,139	866	470	567	206	148		
27	3,094	2,281	679	463	442	460	325	240	1,089	1,126	367	360	112	126		
28	3,646	3,004	1,066	894	878	964	426	540	2,166	1,611	792	668	248	202		
29	2,282	2,135	524	448	573	586	592	597	1,286	1,368	693	663	304	190		
30	3,470	2,468	739	910	467	717	325	637	1,223	1,616	678	663	266	252		
31	2,553	2,434	943	892	1,053	914	380	314	1,773	1,616	1,097	987	244	169		
32	2,720	2,248	595	564	377	721	472	413	1,655	1,294	674	844	80	70		
33	1,026	2,138	269	266	514	518	514	399	1,074	1,160	480	485	156	170		
34	2,037	2,045	464	572	626	644	432	567	1,164	1,466	781	692	122	178		
35	2,425	2,694	740	746	806	862	671	607	1,428	1,587	690	836	218	178		
36	2,687	2,615	746	738	728	749	569	568	1,666	1,633	792	840	260	178		
37	2,298	2,433	617	675	640	696	253	498	1,264	1,492	566	669	163	274		
38	2,676	2,260	601	1,201	684	918	268	669	1,123	2,075	279	697	99	180		
39	2,031	2,348	433	474	540	638	449	664	1,294	1,488	629	672	66	154		
40	2,544	3,221	800	737	613	896	366	546	1,508	1,637	608	791	124	231		
41	1,662	2,079	849	374	336	607	296	462	965	1,236	267	361	118	189		
42	2,194	2,122	600	562	726	666	465	638	1,612	1,367	773	644	199	142		
43	2,668	2,278	479	565	651	727	961	674	1,149	1,363	846	726	65	130		
44	2,263	2,498	818	810	445	484	422	455	1,734	1,710	664	728	173	202		
45	2,489	3,166	816	836	813	769	746	771	2,068	2,071	713	766	703	684		
46	4,469	4,551	985	934	1,093	1,207	1,091	1,196	3,318	3,364	1,101	1,276	607	830		
47	1,764	2,076	108	220	432	518	491	441	1,020	1,263	317	367	106	146		
48	3,702	4,376	858	908	861	1,163	693	581	1,616	2,292	654	820	295	422		
49	2,202	2,239	716	667	554	506	464	560	1,388	1,420	872	890	173	226		
50	2,669	2,312	678	639	469	498	394	611	1,664	1,448	330	390	201	288		
51†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
52	3,283	3,342	624	922	678	639	746	636	2,405	2,416	1,107	961	805	368		
53	2,799	2,856	849	779	708	778	588	637	1,727	1,787	1,046	1,074	231	221		
54†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
55	3,364	3,261	831	883	733	680	840	494	1,979	1,799	733	674	159	138		
56	2,644	2,737	623	699	607	607	569	605	1,682	1,848	784	797	454	318		
57	5,702	5,661	684	876	1,038	1,080	1,604	1,664	2,264	2,276	1,148	1,116	18	20		
58	2,366	2,075	756	876	809	794	506	632	1,746	1,769	615	658	218	237		
59	6,827	8,942	1,151	1,166	711	780	635	678	2,269	2,464	1,098	1,083	694	435		
60	2,463	2,804	1,087	832	704	555	329	286	2,046	1,898	608	626	283	164		
Total.	147,190	140,719	39,572	38,437	57,276	56,907	27,868	28,630	86,452	84,881	38,616	37,290	11,792	11,039		
	236,909		78,009		74,183		63,923		171,817		76,115		22,831			
Percent.	26.2		25.8		18.9		—		44.4		15.3					
					70.6						57.7					

\* See notes at page 355.  
† No returns.

[continued.]

TABLE No. 6—continued.—Exhibiting the Proficiency of the Pupils

District.	WRITING FROM DICTATION.						ARITHMETIC.					
	Total Number examined.		Able to Write Sentences from Dictation with equal to accuracy.		Able to Write from Dictation with ease and correctness.		Total Number examined.		Able to set down accurately any number of not more than seven places of figures.		Able to work correctly a sum in Subtraction.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1	439	310	299	151	129	88	945	714	354	143	467	225
2	754	631	225	178	92	63	790	644	351	238	428	315
3	1,246	1,155	434	399	52	21	1,468	1,209	544	431	745	680
4	802	704	252	203	157	162	1,439	1,244	379	264	817	642
5	715	584	278	230	208	148	1,527	1,241	732	466	861	744
6	632	491	323	249	94	60	1,277	1,089	690	166	15	417
7	1,211	938	436	322	321	237	1,524	1,212	690	467	926	686
8	1,085	811	432	373	244	123	2,509	2,236	884	656	1,119	947
9	1,184	1,061	468	445	354	285	2,229	1,946	1,083	811	1,128	935
10	1,492	1,077	341	290	317	202	1,523	1,184	780	466	959	691
11	779	672	314	184	249	178	1,308	1,210	488	367	1,047	654
12	417	447	230	226	74	67	1,130	1,288	435	446	646	611
13	376	321	208	211	316	107	1,196	1,414	590	427	749	690
14	1,135	893	642	408	134	75	1,432	1,146	556	362	347	546
15*	—	—	—	—	—	—	—	—	—	—	—	—
16	380	692	301	241	188	109	1,747	1,486	844	719	984	852
17	2,044	1,869	687	541	202	188	2,044	1,840	912	569	1,273	964
18	1,857	1,408	494	290	864	276	2,310	1,639	1,018	629	1,426	1,150
19	532	486	170	147	162	72	1,405	1,092	588	342	563	461
20	824	710	123	101	162	129	1,078	890	375	246	609	509
21	980	876	317	810	481	324	2,609	2,275	1,308	1,037	1,708	1,434
22	1,059	1,183	291	310	345	328	2,258	2,239	1,146	886	1,422	1,232
23	266	250	84	62	89	68	849	802	290	165	214	204
24	227	162	80	65	65	43	723	637	246	204	324	226
25	740	120	378	368	98	63	1,769	1,740	707	646	1,121	1,232
26	880	606	270	130	150	84	1,445	1,146	549	346	666	497
27	627	425	107	124	91	63	1,112	1,202	434	350	431	463
28	876	719	601	532	231	170	2,546	2,094	976	649	1,269	1,262
29	592	596	324	363	166	162	1,296	1,305	596	529	699	664
30	444	977	189	331	121	325	1,220	1,095	442	869	759	1,274
31	1,772	1,515	1,059	909	143	107	1,773	1,515	870	637	1,251	988
32	1,050	1,200	408	244	76	59	1,660	1,290	662	309	1,263	380
33	622	679	219	298	113	123	1,223	1,265	277	240	535	535
34	1,023	1,193	549	700	181	187	1,208	1,224	459	446	767	867
35	1,362	1,488	521	608	249	227	1,772	1,801	619	524	1,641	949
36	1,180	1,144	697	623	310	318	1,783	1,740	816	667	1,326	1,227
37	1,212	1,423	686	602	186	221	1,546	1,808	634	546	619	629
38	327	827	84	165	160	207	1,429	2,466	469	646	433	533
39	574	704	304	237	65	156	1,125	1,411	498	479	267	734
40	603	644	273	282	141	176	1,348	1,859	689	490	723	895
41	588	470	159	233	80	131	903	1,246	466	614	522	665
42	1,460	1,103	493	428	288	298	1,378	1,079	802	732	1,033	394
43	484	610	256	296	132	162	1,378	1,468	346	289	852	888
44	1,100	1,253	623	668	166	190	1,789	1,921	810	810	1,321	1,204
45	1,559	1,728	317	304	737	640	2,661	2,211	1,214	912	1,615	1,187
46	1,060	2,147	531	888	546	621	2,037	2,621	1,462	1,269	1,668	1,724
47	420	478	164	178	143	241	863	1,183	569	465	899	866
48	626	947	309	512	211	264	1,623	2,390	681	604	1,169	1,429
49	1,293	1,466	749	829	122	165	1,294	1,465	565	604	979	1,422
50	710	648	187	246	98	184	1,264	1,699	263	338	516	627
51*	—	—	—	—	—	—	—	—	—	—	—	—
52	1,409	1,390	676	549	412	369	2,159	2,109	1,255	1,090	1,212	1,228
53	831	777	429	441	185	145	1,990	1,902	819	731	1,166	1,019
54*	—	—	—	—	—	—	—	—	—	—	—	—
55	945	966	447	399	107	100	2,103	2,012	629	779	1,206	979
56	1,695	1,438	637	535	402	288	2,021	2,161	1,049	378	1,297	1,068
57	1,381	1,880	495	507	424	432	2,620	2,673	794	690	1,734	1,534
58	868	872	431	411	212	264	1,896	1,938	602	762	1,314	1,215
59	1,652	1,620	370	491	223	265	2,307	2,651	1,090	1,112	1,232	1,347
60	872	726	365	299	202	298	2,107	1,680	980	684	1,469	1,699
Total.	54,579	53,143	21,694	20,656	11,992	11,404	65,353	63,982	30,180	22,145	54,499	48,738
	107,722		42,350		23,396		129,335		71,321		103,138	
Per cent.	—		80.8		21.7		—		27.6		56.4	
					61*							

\* No returns.



examined by the Inspectors during the year 1870, under each head.

GRAMMAR.												District.
Able to work correctly a sum in Division of Money.		Able to solve readily and correctly questions in Fractions or Practice.		Total number examined.		Acquainted with Parts of Speech only.		Able to parse syntactically.				
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.			
220	137	113	85	763	554	198	138	93	57	1		
258	170	134	99	764	644	250	133	71	45	2		
378	237	192	85	1,410	1,378	314	277	151	104	3		
363	240	207	94	1,303	1,188	509	870	97	83	4		
418	246	218	102	1,420	1,116	274	236	127	91	5		
329	156	211	71	1,146	865	268	176	84	41	6		
686	265	311	132	1,885	1,488	348	241	297	112	7		
656	302	321	130	2,130	1,864	480	431	210	133	8		
614	364	447	271	2,085	1,862	679	489	225	169	9		
456	252	288	109	1,450	1,042	291	198	163	91	10		
527	271	327	164	1,788	1,811	410	279	147	100	11		
296	197	190	78	1,178	1,279	117	148	30	20	12		
327	243	227	129	1,196	1,014	271	221	71	52	13		
427	323	225	91	1,326	1,031	170	142	107	58	14		
—	—	—	—	—	—	—	—	—	—	15*		
584	415	397	248	1,664	1,427	428	618	249	183	16		
649	416	382	102	2,044	1,809	680	474	198	125	17		
710	449	374	186	2,381	1,705	358	310	162	103	18		
815	172	188	70	1,147	1,232	296	296	71	42	19		
232	200	169	96	964	792	212	194	42	34	20		
731	683	417	244	2,434	2,210	476	642	218	142	21		
705	660	517	398	2,649	2,167	412	645	302	207	22		
203	185	126	85	494	672	78	84	15	20	23		
179	121	86	51	466	441	133	111	47	32	24		
466	292	171	87	1,581	1,626	373	663	96	75	25		
297	131	176	48	1,288	1,096	222	140	51	19	26		
245	200	118	80	964	1,183	80	87	38	59	27		
827	688	540	332	2,188	1,811	532	548	196	117	28		
554	307	176	90	1,286	1,205	331	410	138	105	29		
241	481	160	289	501	1,076	268	525	34	809	30		
576	382	288	181	1,778	1,515	229	172	66	48	31		
630	445	205	132	1,600	1,290	219	310	88	32	32		
187	263	132	42	349	1,078	216	247	71	95	33		
302	336	184	127	1,400	1,291	118	146	51	64	34		
496	372	221	122	1,658	1,751	268	240	86	74	35		
603	458	337	225	1,739	1,722	509	507	160	161	36		
219	237	84	50	1,663	1,902	474	531	97	151	37		
219	240	144	163	718	1,360	359	614	70	128	38		
284	263	123	129	1,138	1,411	266	317	77	129	39		
322	291	168	155	1,622	1,727	392	390	80	60	40		
246	311	108	125	982	1,259	256	291	62	118	41		
504	324	222	113	1,617	1,377	386	333	109	68	42		
321	362	170	186	1,223	1,434	543	588	142	154	43		
469	452	271	275	1,500	1,332	362	412	180	237	44		
831	638	477	274	2,061	2,126	672	607	262	139	45		
758	666	484	402	2,210	2,601	402	471	297	222	46		
417	464	234	262	943	1,183	183	215	153	214	47		
563	714	348	351	1,630	2,413	262	321	163	247	48		
502	506	395	299	1,429	1,438	278	340	174	220	49		
307	311	81	64	1,196	1,728	162	178	34	42	50		
—	—	—	—	—	—	—	—	—	—	51*		
790	600	464	427	1,982	1,943	519	608	305	310	52		
820	416	256	163	1,336	1,002	889	542	128	125	53		
—	—	—	—	—	—	—	—	—	—	54*		
626	444	370	222	2,054	1,812	597	622	304	178	55		
615	604	396	218	1,837	1,799	722	536	222	186	56		
749	528	399	263	2,815	2,609	866	534	275	294	57		
638	669	392	242	1,656	1,358	383	331	203	219	58		
715	632	501	274	2,340	2,496	358	390	180	217	59		
592	470	310	191	2,626	1,654	583	444	273	243	60		
20,415	20,712	14,843	9,785	87,792	65,423	20,112	10,544	7,948	7,140	Total.		
47,128		24,628		173,126		29,657		14,966				
248		121		—		229		88		Percent.		
319												

[continued.]

TABLE No. 6.—*continued*.—Exhibiting the Proficiency of the Pupils examined by the Inspectors during the year 1870, under each head.

District.	GEOGRAPHY.								NEEDLEWORK.			
	Total Number examined.		Acquainted with Map of World only.		Acquainted with Map of Europe or Ireland.		Acquainted with a general course of Geography.		Total Number examined.	Able to Sew.	Able to Knit.	Able to Cut-out.
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1	1,057	803	409	392	173	128	—	1	514	108	190	8
2	796	644	331	284	80	50	8	2	619	142	214	71
3	1,022	1,567	353	305	277	198	34	24	1,094	547	462	42
4	1,043	1,447	298	250	331	271	23	11	1,035	497	596	62
5	1,423	1,116	457	315	98	46	6	—	508	268	196	11
6	1,228	983	279	269	112	44	6	—	493	190	110	—
7	2,060	1,612	450	397	293	242	60	17	1,611	392	268	26
8	2,255	1,912	780	491	311	243	19	4	2,145	1,077	821	9
9	2,141	1,940	520	471	373	301	106	69	2,082	648	501	26
10	1,528	1,194	542	379	299	186	61	23	1,082	456	529	22
11	1,708	1,369	798	563	377	226	89	16	1,184	668	523	15
12	1,196	1,288	222	299	84	72	2	—	604	222	274	24
13	1,196	1,014	518	406	196	147	—	—	232	142	128	28
14	1,022	1,390	537	346	111	68	22	0	466	237	146	16
15*	—	—	—	—	—	—	—	—	—	—	—	—
16	1,501	1,341	412	384	222	158	—	—	1,295	592	537	139
17	2,044	1,840	636	509	393	241	11	8	1,245	339	313	23
18	2,376	1,938	684	569	172	84	—	—	1,109	747	553	21
19	1,326	1,291	246	382	184	174	10	14	944	394	397	26
20	1,117	924	362	314	87	57	2	1	618	338	119	26
21	2,435	2,308	637	638	319	232	24	27	2,394	1,264	533	210
22	2,024	1,941	445	471	263	255	—	—	1,622	1,067	831	300
23	834	729	208	206	56	48	4	2	469	267	169	67
24	658	441	146	131	66	77	—	—	167	72	56	10
25	1,614	1,868	334	314	84	79	—	1	1,423	664	298	48
26	1,283	1,042	336	241	174	89	1	—	753	361	269	19
27	1,979	1,264	151	141	92	58	14	3	978	558	182	23
28	2,146	1,811	584	489	245	217	88	45	1,637	627	247	22
29	1,284	1,365	415	408	332	391	18	18	1,365	499	247	194
30	1,232	1,890	591	565	325	243	—	11	1,968	864	714	74
31	1,778	1,515	725	649	137	91	—	—	1,383	847	477	—
32	1,650	1,290	372	465	453	317	—	—	1,247	356	270	19
33	1,177	1,334	400	438	121	138	—	—	1,216	596	196	28
34	1,296	1,903	401	493	51	85	8	8	1,135	476	245	51
35	1,045	1,706	543	618	204	162	28	17	1,730	1,180	798	333
36	1,779	1,784	799	767	152	123	5	4	1,599	813	735	39
37	2,191	2,344	430	404	97	119	2	—	1,654	699	194	13
38	810	1,300	268	524	178	284	—	22	2,121	625	384	113
39	1,167	1,412	292	340	87	111	8	10	1,318	685	471	69
40	1,350	1,767	364	385	240	247	2	3	2,122	715	427	67
41	1,298	1,281	377	468	170	247	—	—	1,116	451	401	32
42	1,638	1,377	488	378	276	169	8	2	1,058	500	326	42
43	1,541	1,703	355	502	244	284	6	18	1,084	452	247	26
44	2,149	2,268	791	887	267	272	4	—	1,123	570	468	51
45	2,123	2,164	855	783	310	351	32	4	1,267	1,198	744	581
46	2,449	2,505	1,414	1,482	440	430	18	26	2,445	1,169	785	183
47	903	1,183	361	427	265	344	17	18	1,299	604	622	321
48	1,623	2,413	628	1,002	234	297	—	—	848	879	439	12
49	2,620	2,662	792	748	299	350	11	15	1,427	614	778	227
50	1,614	1,723	161	232	74	74	11	2	1,519	548	660	158
51*	—	—	—	—	—	—	—	—	—	—	—	—
52	2,134	2,102	587	617	305	282	20	58	1,760	718	708	134
53	1,804	1,708	589	464	235	207	—	—	840	326	394	3
54*	—	—	—	—	—	—	—	—	—	—	—	—
55	2,146	2,045	633	487	279	146	4	—	1,475	832	813	178
56	1,844	1,840	815	438	374	331	34	17	1,560	1,305	695	200
57	3,355	3,382	1,071	1,020	890	890	5	—	2,787	1,229	684	644
58	1,887	1,644	784	802	248	288	55	23	1,555	591	679	59
59	2,286	2,618	1,047	1,018	464	411	16	33	1,958	682	679	146
60	2,422	2,130	1,028	950	484	366	17	0	1,209	918	468	55
Total.	95,947	92,711	31,160	28,698	18,548	12,819	976	612	73,287	34,521	24,331	4,381
Per cent.	108,888		60,558		25,802		1,588		—	47.2	24.6	6.6
					44.5							

\* No returns.

TABLE No. 7.—Number of Paid Monitors in Board's Service in the several Districts at end of year 1870.

District.	Total Number of Monitors.	First Class.			Senior.			Junior.			District.
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
1 . . .	20	1	2	3	8	13	21	3	2	5	1
2 . . .	58	1	2	3	13	20	33	4	13	17	2
3 . . .	49	1	2	3	20	16	36	7	3	10	3
4 . . .	58	—	—	—	23	27	50	4	4	8	4
5 . . .	63	1	2	3	30	24	54	4	2	6	5
6 . . .	48	—	2	2	12	17	29	8	9	17	6
7 . . .	44	1	—	1	21	10	31	2	4	6	7
8 . . .	91	—	2	2	16	54	70	1	4	5	8
9 . . .	67	—	3	3	7	54	61	—	3	3	9
10 . . .	112	—	3	3	23	75	98	4	7	11	10
11 . . .	50	—	1	1	24	49	73	6	9	15	11
12 . . .	43	—	—	—	22	19	41	—	2	2	12
13 . . .	24	—	—	—	10	12	22	4	2	6	13
14 . . .	26	—	2	2	16	12	28	5	3	8	14
15* . . .	—	—	—	—	—	—	—	—	—	—	15
16 . . .	74	—	—	—	31	37	68	4	1	5	16
17 . . .	63	1	2	3	25	38	63	2	2	4	17
18 . . .	41	—	—	—	22	19	41	—	—	—	18
19 . . .	54	—	4	4	12	30	42	3	8	11	19
20 . . .	29	—	—	—	16	12	28	—	1	1	20
21 . . .	73	—	1	1	40	39	79	4	1	5	21
22 . . .	60	—	—	—	29	31	60	9	8	17	22
23 . . .	42	—	1	1	16	18	34	4	1	5	23
24 . . .	24	—	—	—	16	15	31	2	1	3	24
25 . . .	74	1	3	4	9	26	35	5	27	32	25
26 . . .	24	—	—	—	13	7	20	3	1	4	26
27 . . .	46	—	1	1	16	20	36	0	3	3	27
28 . . .	54	—	—	—	21	21	42	3	4	7	28
29 . . .	43	—	—	—	17	26	43	—	—	—	29
30 . . .	137	—	6	6	27	163	190	9	12	21	30
31 . . .	59	—	—	—	26	33	59	—	—	—	31
32 . . .	82	—	—	—	36	20	56	1	3	4	32
33 . . .	58	2	8	10	16	33	49	2	3	5	33
34 . . .	77	1	8	9	16	66	82	11	6	17	34
35 . . .	58	—	8	8	25	31	56	1	—	1	35
36 . . .	61	1	1	2	22	21	43	3	3	6	36
37 . . .	65	—	1	1	14	27	41	15	6	21	37
38 . . .	135	—	15	15	15	98	113	4	6	10	38
39 . . .	79	1	4	5	24	45	69	1	3	4	39
40 . . .	114	—	4	4	21	57	78	9	23	32	40
41 . . .	74	—	3	3	21	47	68	—	3	3	41
42 . . .	77	—	—	—	29	53	82	6	9	15	42
43 . . .	60	—	6	6	22	38	60	2	1	3	43
44 . . .	70	1	2	3	21	39	60	4	2	6	44
45 . . .	83	—	4	4	33	26	59	1	2	3	45
46 . . .	121	1	2	3	44	73	117	1	—	1	46
47 . . .	82	—	1	1	33	48	81	1	—	1	47
48 . . .	20	1	2	3	10	26	36	5	6	11	48
49 . . .	48	1	—	1	11	32	43	3	1	4	49
50 . . .	28	—	3	3	3	22	25	—	—	—	50
51* . . .	—	—	—	—	—	—	—	—	—	—	51
52 . . .	130	3	7	10	41	83	124	19	15	34	52
53 . . .	61	—	2	2	17	57	74	2	3	5	53
54* . . .	—	—	—	—	—	—	—	—	—	—	54
55 . . .	96	—	1	1	39	42	81	8	3	11	55
56 . . .	84	—	4	4	26	55	81	11	11	22	56
57 . . .	64	1	7	8	29	49	78	8	3	11	57
58 . . .	83	—	3	3	25	51	76	4	2	6	58
59 . . .	111	—	3	3	45	63	108	1	2	3	59
60 . . .	171	1	3	4	35	82	117	8	9	17	60
Total, .	4,029	21	131	152	1,301	2,604	3,905	245	266	511	—

\* No returns.

TABLE No. 8.—Showing the Number of Teachers recognised in each District at the end of year 1870.

District.	Trained.						Untrained.						Total Number of Teachers in District.
	Males.		Females.				Males.		Females.				
	Principal.	Assistant.	Principal.	Assistant.	Junior Assistant.	Work-mistresses.	Principal.	Assistant.	Principal.	Assistant.	Junior Assistant.	Work-mistresses.	
1*	-	-	-	-	-	-	-	-	-	-	-	-	-
2	48	4	12	7	-	-	40	-	15	16	2	2	140
3	51	3	21	5	-	-	35	2	20	17	2	5	141
4	55	1	21	5	-	-	34	3	16	20	4	2	171
5	52	1	14	-	-	-	42	8	15	11	8	1	147
6	50	1	13	7	-	-	40	1	19	6	9	6	125
7	56	1	14	3	-	-	38	3	24	6	19	6	163
8	64	5	23	10	-	-	15	10	25	75	6	4	263
9	45	13	32	31	-	-	15	17	19	20	3	1	272
10	54	6	18	14	-	-	24	4	12	24	13	8	223
11	69	1	35	18	-	-	31	18	8	25	8	2	266
12	35	1	15	2	-	-	49	4	17	18	8	10	129
13	49	1	13	4	-	-	40	-	11	1	2	4	125
14	55	2	13	4	-	-	28	1	7	3	3	6	122
15	58	-	0	1	-	-	60	2	14	6	10	3	165
16	57	-	21	14	-	-	31	10	14	28	10	1	196
17	64	-	22	10	-	-	33	5	13	32	7	1	187
18	46	2	8	6	-	-	50	8	14	31	0	6	186
19	44	3	17	6	-	-	30	6	10	17	5	8	135
20	27	-	9	3	-	-	33	3	10	9	5	0	117
21	49	-	15	3	-	-	35	21	18	46	15	6	243
22	42	2	19	4	-	-	55	13	23	16	0	-	183
23	52	-	15	-	-	-	35	4	35	16	2	3	147
24	50	3	21	4	-	-	27	2	16	10	-	11	154
25	38	1	17	1	-	-	23	2	29	6	8	4	134
26	22	-	8	-	1	-	47	2	10	13	11	8	133
27	26	-	9	3	-	-	66	4	31	10	11	9	162
28	29	-	28	-	-	-	38	8	28	21	-	6	123
29	63	1	19	1	-	-	10	3	30	4	1	-	119
30	54	7	46	16	-	-	6	0	31	41	2	6	182
31	42	1	10	-	-	-	52	2	20	7	24	6	176
32	21	1	14	1	-	-	28	12	17	25	7	7	133
33	34	-	22	-	-	-	26	4	20	0	14	2	137
34	10	1	10	2	-	-	35	4	21	10	1	7	110
35	18	-	7	-	-	-	57	2	44	0	2	5	134
36	88	6	16	5	-	-	28	4	21	11	2	7	137
37	39	-	26	1	-	-	12	7	25	15	5	1	179
38	23	2	28	16	-	-	3	10	13	28	-	9	141
39	22	-	21	-	-	-	26	5	17	13	19	4	118
40	30	-	13	3	-	-	22	8	24	14	2	9	122
41	27	1	12	1	-	-	34	3	18	11	6	8	171
42	37	1	29	3	-	-	27	15	24	18	2	11	156
43	26	-	0	-	-	-	61	4	26	20	2	4	143
44	20	1	18	1	-	1	26	10	22	12	18	2	169
45	47	3	21	10	-	-	29	25	14	33	15	11	268
46	32	-	18	1	-	-	38	41	28	55	6	6	299
47	25	1	16	4	-	-	40	4	29	27	5	10	161
48	34	1	10	-	-	-	27	19	24	27	11	12	179
49	21	2	10	3	-	-	21	8	38	13	8	2	127
50	52	1	8	-	-	-	23	1	20	4	8	3	167
51*	-	-	-	-	-	-	-	-	-	-	-	-	-
52	20	3	22	4	-	-	22	44	21	49	4	14	222
53	31	4	24	4	-	-	29	8	18	21	-	6	146
54*	-	-	-	-	-	-	-	-	-	-	-	-	-
55*	-	-	-	-	-	-	-	-	-	-	-	-	-
56	42	3	24	2	-	-	10	24	22	22	12	4	186
57	56	11	23	5	-	-	13	20	17	39	6	7	200
58	36	4	13	4	-	-	88	8	17	28	10	7	154
59	41	-	16	4	-	-	28	18	18	40	6	7	170
60	23	5	19	6	-	-	39	27	19	40	2	13	184
Total.	2,207	111	987	271	2	-	1,749	820	1,167	1,315	354	627	9,809
	2,318		1,258				2,569		2,682				

\* No returns.

## APPENDIX F.

## REPORTS ON NATIONAL AGRICULTURAL SCHOOLS AND FARMS.

No. 1.—GENERAL REPORT for the year 1870, by THOMAS BALDWIN, Esq., Superintendent of the Agricultural Department.

Office of National Education, Agricultural Department,  
1st March, 1871.

GENTLEMEN,—I have the honour of submitting the following general Report on the Agricultural Department of National Education for the year 1870.

As in former reports I shall consider the system principally under four heads, namely:—

- I. The Albert or Central Agricultural Training School.
- II. The Board's First-class District and Provincial Agricultural Schools.
- III. First-class Agricultural Schools under local management.
- IV. Agricultural Instruction in ordinary National schools.

## I.—ALBERT INSTITUTION.

There were on the roll at the close of 1869, 68 pupils. Forty were admitted in 1870; 69 left during the year, and there were at its close 43. The numbers in the several classes are given in the following table:—

	No. on Roll at close of Year.	Admitted in 1870.	Transferred from Paying to Free.	Left during the Year.	Remaining on 31st December, 1870.
1. Resident pupils—					
Paying, . . . . .	14	18	5	14	13
Free, . . . . .	53	11	5	46	23
2. External, or non-resident pupils,	1	11	—	5	7*

The free pupils are admitted by competitive examination, the mode of conducting which is peculiar. The candidates are all put on probation; they are called upon during the period of trial to take part in all farm work for several hours daily, and they are also examined in literary subjects as well as in the elements of agricultural science. Their previous history and physical capacity for farm business are duly considered. The competition is open to any well conducted lad in the county. Any boy who fails at winning a free place may enter as a paying pupil, if so minded, provided his examination shows that he is capable of profiting by the course of instruction. The greater number of the paying pupils enter without competing for free places at all, but after they spend some time in the institution they generally seek admission to the free list.

The conduct of the pupils was on the whole very satisfactory during the year. As might be expected some of the paying pupils find farm work somewhat disagreeable, and the discipline somewhat irksome. At first several of them were disposed to ask the privilege of going to town oftener than was desirable.

A large number of these young men having previously taken no part in practical farming are awkward in the performance of work. Still, I must say that several of them fall in with the rules and regulations very fairly. They receive every aid and encouragement that can be

\* Of the 11 free pupils admitted in July, 1870, 1 was re-admitted (N. Reilo). Of the paying extern pupils, 1 joined extern class (Lewis Orr). Of the extern pupils, 1 joined intern class (R. Hamilton).

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afforded to them; and the experiment of combining free and paying pupils in the establishment has received the fullest and most careful consideration I could bestow upon it.

A large number of the class who have hitherto reaped the advantages of the school appear to be apprehensive that this paying class is an inroad on the privileges which the State has hitherto confined to them. On the other hand, there is a large and an important class of well-to-do farmers and others who feel that it would be hard to deprive them of the instruction afforded in the institution when they are willing to pay for it. If the wants of the two grades of society can be satisfactorily supplied in the same place and at the same time it will be a considerable public advantage. The experiment is upon its trial; there are dangers and difficulties in the way, but it is hoped they will be surmounted to the satisfaction of the Board and of the country.

In illustration of the satisfactory conduct of the whole class during the year it may be stated that no pupil leaves the premises without a written docket; on Sundays the privilege of dining out is freely granted on the application of parents and guardians, and the pupils have to be back not later than half-past nine o'clock.

The discipline was remarkably good. It is maintained with great firmness, but with as much kindness as it is possible to blend with the requisite degree of firmness.

It is needless to go fully into the course of instruction which embraces, first, a good English education, by Mr. Downing; lectures on agricultural chemistry and geology, by W. K. Sullivan, *ph.d.*; in botany and vegetable physiology, by Dr. Moore, *ph.d.*; and on veterinary science, by Mr. Charles Steel, *v.s.*, of the 12th Royal Lancera. Mr. J. W. Smyth gives daily instruction in the art of agriculture itself; some of these are formal lectures, but the greater number are catechetical. I render such assistance myself in this department as my other duties permit.

All this instruction is imparted in accordance with a time table framed with peculiar reference to the nature of the establishment and the object aimed at. The time table has been modified at various periods. At present less time is devoted to actual farm work than at any previous period in the history of the place; the pupils are expected to be more energetic during the time so employed than before. The leading idea in the educational arrangements is to afford the pupils such an English education as will qualify them to write a good business letter, to cipher quickly and correctly, to understand the measurement of all sorts of farm operations; to understand and be able to keep accounts; to have a sound knowledge of those branches of science which are of direct practical utility to the farmer, and to have as good a practical knowledge of the art of husbandry as can be imparted to young men with the appliances at the Establishment.

We are far from pretending that these objects are accomplished in the very best manner; but I do feel pleasure in being able to state that the educational arrangements of the Glasnevin Agricultural School appear to me to meet the approval of the many distinguished and competent men who examine them with adequate care and attention.

In 1870 the land was appropriated in the same way that it had been for a few years previously, namely:—

	A.	R.	P.	
1st.	10	0	22	Under buildings, gardens, avenues, and pleasure ground.
2nd.	5	2	37	Spade labour farm.
3rd.	22	3	7	One horse farm, which is worked as an example for farmers who keep one or two farm horses.
4th.	140	0	30	The large farm, which is worked on high farming principles for the instruction of young men who want to qualify themselves to become stewards to the gentry, or to farm on a large scale for themselves.

In 1869 Mr. Gray was appointed gardener to the institution. He was selected from a large number of candidates; and so far he has been a most attentive and efficient officer. Indoor lectures on gardening have been discontinued altogether, and instruction on the subject is now confined to an exposition of the principles of botany and vegetable physiology, and the general theory of horticulture by Dr. Moore; and to practical training and clinical instructions out of doors by Mr. Gray. The change has been eminently useful.

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2nd. The spade-labour farm of 5A. 2R. 37P. affords much useful information to the pupils, and to the National teachers who have attended here every Saturday; this farm also possesses very deep interest for the great number of those who visit the institution. With the exception of a small plot of 23 perches the whole of the little farm is under the common four-course rotation; and the only deviation from the rotation is that potatoes are grown on part of the lea instead of being introduced into the field of roots. There are two objects in view in this change; 1st, it is desirable to have one whole section devoted to roots; and 2nd, the potatoes are more profitable than lea oats.

On the farm three cows of the description kept by small farmers are maintained all the year round. The grass not only affords "soil" for them in summer, but a little hay for winter use; and the roots with a little fodder and some hand feeding keeps them during the winter. About 50 tons of manure are annually produced from these three cows.

It may be well to state here that the produce, stock, manure, and accounts of this farm are kept separate and distinct from those of the one horse and large farms.

The management of the spade-labour farm, and of the one-horse farm is intrusted to a steady senior pupil, who takes his instructions principally from myself, and in my absence from the agriculturist.

The little farm realized a respectable profit in 1870. Owing to a change in the time of making the annual valuation, from the beginning of May to the 31st December, and which was required for certain official purposes in the Education Office, the accounts cannot now be furnished for twelve months. For the eight months ended 31st December, 1870, there was a balance of £58 16s. 6d. in favour of management.

On all the valuations the utmost pains have been bestowed.

3rd. *The One-horse or Intermediate Farm*, as we call it, contains 22A. 3R. 7P. All appliances are avoided in the management of this farm which an ordinary tenant-farmer could not procure. The cattle are not highly bred; the horse is of the common sort; the implements of tillage consist of a plough, harrow, roller, and a convertible grubber.

Hitherto this farm has been cultivated on the five-course rotation of—1st, roots; 2nd, grain with seeds; 3rd, grass, first year; 4th, grass, second year; 5th, lea oats. One field has been laid down to permanent grass for the use of the cows in summer, and the remaining four fields will be cropped on the common four-course.

The permanent grass seeds were sown with grain last year; the field will be mown this year and grazed afterwards.

This change will be very beneficial. One horse or two horse farmers will not, and indeed cannot in most cases, put the whole of their farms under tillage. It is a mistake to urge or advise them to do so. Experience tells them it is more profitable to have a part of the farm in permanent grass for dairy cows and store stock. More should not be put under rotation than can be cultivated and manured in a proper manner.

A summary of the accounts of this farm for the eight months ended 31st December, 1870, shows a balance of £79 13s. 8d. in favour of management.

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On the large farm pleura-pneumonia broke out in the cows and carried off many of them, as it did on neighbouring farms and in the dairies of Dublin. In consequence of this a degree of caution was exercised in renewing the stock on the intermediate as well as on the large farm, which, though justifiable, yet seriously lessened the dairy receipts as compared with what they would have been had the dairy stock been replenished. It was not deemed prudent to run the risk of buying in while diseases raged on another part of the farm, as well as farms very close to us.

4th. The *Large Farm* is a pretty complete specimen of a farm worked on high principles. There are twenty acres to the west of the buildings, which were formerly tilled, but which have been kept under permanent grass for the dairy cows. Some years ago an attempt was made to house-feed the cows on this farm, in summer as well as in winter. Such a system could never be imitated by the gentry or farmers of Ireland. There was a piece of permanent grass on the eastern side of the farm, and on this the dairy-cows were turned out in summer. It was most inconveniently situated, however, for dairy cows, being altogether too remote from the main buildings. It is now proposed to devote this to a small breeding flock of sheep, and to store cattle. Sheep will not enable us to pay our rent; but a large farm without sheep or young cattle could not afford instruction or example to the large farmers of Ireland.

The whole of the ground lying between these two extremes, except the paddocks, is under the common four-course rotation, which is the basis of most of the rotations in use, and which answers very well on this land.

The cattle on this farm are of a better description than are on the smaller farms. In last year's report it was explained how they have been produced, and how instructive to the pupils has been the system of crossing adopted. It is only necessary to say that the system has been continued, and that it receives the utmost care and attention.

In the twenty-four months ended 30th April, 1870, there was to the credit of the Commissioners, after charging rent, fuel, implements, manure, a sum of £503 13s. 4½d. for labour and wages, and other expenses, a balance of £1,076 19s. 3d. arising out of the working of this farm. I regret to say that for the subsequent eight months (ended 31st December, 1870), owing to the loss of cattle by contagious disease, the farm scarcely paid its way.

It may be well to state, that in no eight months in the history of the institution was the work so energetically and skilfully performed; and the loss arose from causes for which no one is to blame. In the end of 1869, some milch cows were purchased in the old Smithfield market, Dublin; in some weeks one of them showed symptoms of pleura-pneumonia, and after struggling with this fearful disease she died. Other cases soon followed. Veterinary surgeons were called in and consulted. The disease caused a loss to this farm in several ways:—First, there was the loss of the value of the animals that died; second, loss of condition of those that recovered; third, the prevalence of the disease which was unmistakably as infectious as it was virulent, rendered it imprudent to buy in other animals. The farm produce could not be as profitably consumed in any other way as by giving to milch cows. What other way could a man by his disposal of the crops raised in the ordinary four-course rotation make £6 15s. an Irish acre of land? To render the matter still plainer, I would simply note that the dairy receipts on this farm for the twelve months ended 30th April, 1869, during which there was no disease, amounted to £1,104 0s. 7d.; in the eight months ended 31st December, 1870, they amounted only to £438 9s. 1½d.



Knowing that we should have to purchase cows for the dairy, and fearing we should be so unfortunate as to bring in the disease, the herd was divided on the large farm into two lots before making any purchase. One lot, which consisted of home bred stock, many of which contains several successive crosses of short-horn blood, and could now be registered as pure, was left at the new farmyard. The other lot, consisting of common cows, was sent to the east or Drumcondra side of the farm. The two lots were about half a mile asunder. The new purchase referred to above as having been made in Smithfield was put with this lot, and it was this lot, and this lot alone, which was decimated by the disease. Not a single case appeared in the other lot, into which no new animal was added, nor did a case of disease appear in either of the two smaller farms, the offices of which are also about half a mile distant from the place into which infection was imported. I bought myself, in districts remote from Dublin, and far from this disease, several cows, which I put in a house by themselves, and every one of them escaped disease. So that while we had upon this farm in 1870 five separate lots of cows, pleura-pneumonia was confined to one lot, which was unavoidably and unfortunately a large one.

In a district or a country subject to this disease the wealth of the nation, so far as it depends on this species of stock, is manifestly safest by being distributed into a large number of small herds instead of being congregated into a few large ones.

In a paper read last year at the Statistical Society of Dublin, I showed that infectious cattle diseases often impose upon the agricultural interests of Ireland an annual loss of more than two millions sterling.

The mode of stemming the ravages of these scourges is one of the most important topics that now occupy the thoughts of the stockowners of Ireland. It is a question which is also engaging the serious attention of the Executive.

Previous experience had enabled me to establish that two distinct types of disease are confounded under the head of pleura-pneumonia—the one is idiopathic and non-infectious, the other is invariably produced by infection, and by infection only.

The disease with which I had to deal at Glasnevin in 1870 was of the infectious type. Furthermore, it may be premised that experiments made by me seven years ago went to show that the disease is propagated by breathing the *contagium*, and that you cannot, as in cattle-plague, produce the disease by inoculation, or exposing animals to any of the secretions. In other words, the contagium is given off in the breath.

After having tried all sorts of remedies without any success it occurred to me at last to tie up the animals against a wall, and to place in front of them cloths saturated with a safe disinfectant. The substance adopted for this purpose is carbolic acid, one of the most effectual disinfectants we possess, and it was applied in a very simple and inexpensive way. There was about the place a lot of old sacks; these were cut up and nailed against the wall in front of the animals; the carbolic acid was applied to this sacking several times in the day with a mop, and, as the animals respired, it was expected that the contagium would be destroyed. A steady pupil was appointed to conduct the experiment; and the experiment appeared to have succeeded.

We are now applying the acid in the same way to a newly purchased lot of cows; and have got one or two interesting results which belong to the current year rather than 1870.

At present the cloths are damped twice a day, namely, after each milking. One large dairyman who has tried it, wrote to me to say the

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milk was affected by the acid; but this objection is obviated by using it immediately after the cows are milked.

In 1869 an experiment on sugar-beet was tried on the large farm at Glasnevin, and the result of the experiment was so encouraging that it was repeated in 1870 not only on the Glasnevin farm, but also on the Board's farms at Athy, Ballymoney, Cork, and Dunmanway. The samples raised in '69 were analyzed by Professor Voelcker of London, and M. Beauchamp of Valenciennes. The samples did not reach Dr. Voelcker in a suitable state. M. Beauchamp, without any fee, made a most elaborate examination of the specimens, and furnished a most interesting and valuable report.

In order that there would be no possibility of mistake as to the quality of the roots raised in 1870, the Commissioners decided on sending samples to M. Beauchamp, to Professors Sullivan and Hodges; and one of the Commissioners, the Rev. Professor Jellett, F.R.C.D., also examined them with the spectroscope. Owing to the war, the roots did not reach M. Beauchamp.

According to Dr. Hodges' report, the specimens contain of crystallizable sugar as follows:—

Variety.	Weight of Roots. Ozs.	Per-centage Sugar.
1. Yilmorin, . . . . .	23	12.18
2. Red top improved white Sillesian, . . . . .	24½	12.38
3. White Magdeburg, . . . . .	21½	12.19
4. Red top white Sillesian, . . . . .	18½	12.22
5. Improved Electoral, . . . . .	26	10.83
6. Improved Imperial, white, . . . . .	21½	8.91

Dr. Voelcker's analysis gave the following results:—

*Dunmanway Model Farm; soil, gravelly loam.*

Variety.	Ozs.	Per-centage Sugar.
Yilmorin, . . . . .	30½	9.92
Improved Electoral, . . . . .	33	10.66
„ Imperial, . . . . .	30	10.90

*Athy Model Farm; soil, sandy loam.*

Variety.	Ozs.	Per-centage Sugar.
Sillesian, . . . . .	30	10.78
Yilmorin, . . . . .	21½	10.99

*Ballymoney Model Farm; soil rather of a heavy character.*

Variety.	Ozs.	Per-centage Sugar.
Yilmorin, . . . . .	26½	8.11
Improved Electoral, . . . . .	2½	3.37
„ Imperial, . . . . .	16½	10.02

The value of these figures will best be appreciated when it is noted that a per-centage of 8½ of crystallizable sugar will pay the manufacturer,\* and that Mr. Duncan, who has established a large sugar-beet factory at Lazenham, near London, "reports that on a capital of £12,000 there invested, he has, even with an inadequate supply of roots, made a clear profit of 15 per cent., after making a proper charge for interest and wear and tear." He says that only 4,500 tons were supplied to him; if he had had 6,000 tons he would have made a profit of 6s. a ton; 2s. a ton if the quantity had been 2,000; and 8s. if it had been 8,000.

Mr. Duncan is of opinion that no one should embark in this industry who is not prepared to complete the process of sugar making, for if the manufacturer confines himself to producing syrup, he could not always be sure of a market, and the syrup can be kept only for a limited time.

\* On the manufacture of Beet-root Sugar in England and Ireland. By William Crooke, F.R.S. Preface, p. xiv. Longmans, Green, & Co.

He adds that the smallest factory which will pay involves an investment of £9,000.\*

## II. FIRST-CLASS AGRICULTURAL SCHOOLS AND FARMS under the EXCLUSIVE MANAGEMENT of the BOARD.

The number of schools in this class remained the same in 1870 as it was in 1869. This class contains twenty schools; to each of them a piece of land is attached, which is professedly cultivated as a model farm. Excepting three—namely, Kyle Park, county Tipperary; Mount-Trenchard, county Limerick; and Woodstock, county Kilkeenny, the farms are worked for the public account. In all schools of this class it was originally intended to accommodate a number of resident or boarding pupils. The maximum number of such pupils which could be accommodated in them is about eighty. Young men are admitted on payment of the moderate sum of £2 a quarter to the larger schools, and £1 10s. to the smaller ones, which gives board and education, the Commissioners contributing, in addition, a sum which provides a suitable scale of diet. The total number of distinct boarding pupils in these schools in 1870 was ninety-six. At any one time the total number in attendance was not one-half of this. As this report is lodged in the Education Office, there are in all these schools only twenty-four agricultural boarders.

How comes it that the public have not taken advantage of the boarding department of these schools? A literary education is imparted which is worth the fee, the diet costs about two and a half times the fee, and a large amount of useful agricultural information is afforded, yet at the present moment, while the country contains upwards of half a million of holdings, we find in all these schools only a few boarders. This state of things is apparently most anomalous. In explanation, the following statement may be made:—First, the half-yearly examinations for the admission of free pupils to Glasnevin draws away a large number of boarders from the provincial agricultural schools. Second, the opposition of the priests and bishops to the model schools has kept away a number of Roman Catholic pupils. Third, the state of feeling that prevailed throughout the country on the land question, made many persons view with indifference, and if not actual dis-favour, the Board's model farms and schools, which, as has been stated more than once, were even regarded by many as instruments got up by the gentry to show how the utmost could be made out of the land. Nothing could be more remote than this from the real intention of those who founded these schools; but this did not render the notion entertained by the farmers less mischievous. Fourth, the value of their sons' labour to small farmers made them unwilling to forego it. The minimum age for admission to the boarding class is 16, which is the very age when a boy begins to render efficient service on his father's holding. Fifth, to the foregoing may be added that, as might have been expected, the greater number of the persons who entered these schools did so for the purpose of qualifying themselves to become land stewards, and, owing to their youth and inexperience, they were not employed as freely as they expected to be by the landed gentry. This caused a reaction. Some of them emigrated, some took to other callings, a large number got employment as under-stewards, in which capacity they acquired experience, and in time brought them suitable employment. We now find young men trained in the Board's agricultural schools are engaged as stewards, estate-agriculturists, &c., in all parts of the country.

The course of instruction, more particularly in Glasnevin, has under-

\* See Report of Discussion at Society of Arts.

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Bullock,  
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gone several improvements. And if the landed gentry would take advantage of the service of the pupils who could now be recommended to them, they would be efficiently served, and the country benefited.

The present organization of these schools is well fitted for training young men for agricultural pursuits. It may be useful to describe what they go through. A young man enters, say the Agricultural School at Kilkenny, he receives a good English education, takes part in all the farm operations, and receives systematic instruction in the principles and practice of farming. After a time he comes up to Glasnevin, where his education is improved, and his mind expanded by a more comprehensive course of instruction and of training. If steady and attentive he has a chance of being sent back to one of the Boards larger farms, as a working pupil, for the purpose of acquiring more experience, and it may be that he is changed from one farm to another as opportunity offers. He thus sees the management of at least three distinct classes of soils, in three different districts. In this way a young man of intelligence acquires as much useful information as it is in our power to impart to him.

The statistics of these schools are given in Table No. 1, page 391.

I shall here offer a few remarks on each of the farms, taking them in alphabetical order as in previous reports.

It is necessary to bear in mind that the balance-sheets embrace a period of only nine months in all cases, except the Cork farm, and that there the accounts give the results for eleven months.

Speaking generally, the establishments were conducted satisfactorily; and both agriculturists and teachers discharged their duties in an efficient and satisfactory manner.

1. *Athy farm*, county Kildare, was skilfully managed in 1870. The profit was £72 19s. 10d. for the nine months ended 31st December, 1870.

2. *Baillieborough farm*, county Cavan, was conducted with less success than in preceding years. It may be said, however, that the farm did not entail a loss and that it underwent improvements during the year.

3. *Ballymoney farm*, county Antrim, contains 23a. 2a. 2p. statute; and was conducted most skilfully and successfully in 1870. After all expenses, including a sum of £52 17s. 2d. for labour, there was a profit of £32 10s. 9d. for nine months.

4. *Bath farm*, co. Monaghan. The land was fairly cropped and much improved, but the most of the year's transactions were not satisfactory.

5. *Derrycastle farm*, county Tipperary, was managed with a fair degree of skill, and showed a gain of £26 8s. 2d. on 18a. 1a. 2p. after paying all expenses, including labour.

6. *Dunmanaway farm*, county Cork, contains 12 statute acres, and showed a gain of £11 14s. 5d. after paying a rent of 50s. per statute acre and £21 17s. 3d. for labour.

7. *Parrady farm*, county Cork.—The management of this farm during the year eventuated in a loss. There was a change of agriculturist.

8. *Glandore farm*.—In 1869 there was a loss on this farm which appeared to me reprehensible only on one ground.

9. *Gormanstown farm*, co. Tipperary.—Formerly this farm was sublet to the teacher. In 1870 the Commissioners retook it into their own hands, and expended a considerable sum in renovating it. The balance-sheet could not, therefore, show a profit.

10. *Kilkenny farm* contains 79 statute acres of sound land. It has been brought into a creditable state of cultivation. After charging all expenses, including £111 for labour, there was a satisfactory gain on the nine months' transactions.

11. *Leitrim* farm contains 15 statute acres. A valuable cow died of puerperal fever, a very fatal disease; making every allowance for this, the result ought to have been more satisfactory. Appendix F.  
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12. *Mungret* farm, co. Limerick, contains 70 acres, which are rented at £1 per acre. The balance-sheet shows a gain of £86 10s. 7½d. in the nine months. Thomas  
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13. *Munster* farm, Cork, contains 126A. 3R. 17P. The balance-sheet shows a gain of £143 17s. 11d. in the eleven months, as detailed in the balance-sheet published in Mr. Boyle's report, page 413. In 1869, the first year of Mr. Boyle's management, the farm was barely self-supporting. In the preceding year Mr. O'Brien, now of the Belfast farm, managed the land with great energy and skill, and realized a large profit.

14. *Temple Douglas* farm, county Donegal, contains 20 acres of land, which is naturally very poor; but by judicious treatment it has been made remunerative. For the nine months ended 31st December, 1870, the profit was satisfactory.

15. *Tervoe* farm, co. Limerick.—There are altogether 23 acres; of this 6½ are cropped as a spade-labour farm; the rest of the land is depastured. In both there was a gain of £34 1s. 4d., after charging all expenses.

16. *Ulster* farm, near Belfast, contains 108A. 1R. 25P. of stiff adhesive clay. The ground has undergone considerable improvement. The nine months ended 31st December, 1870, showed a loss of upwards of £100. At the close of that period the agriculturist was transferred to Athy, and his place filled up by the transfer of Mr. O'Brien, who in due time will, I have every reason to believe, show a satisfactory balance-sheet.

### III.—FIRST-CLASS AGRICULTURAL SCHOOLS under the MANAGEMENT of LOCAL PATRONS.

No change was made during this year in these schools, which form an intermediate class between the Board's first-class schools and the ordinary agricultural schools to be presently described. Some of them differ only in name from the ordinary schools. One school in this class, namely, *Loughashe*, in the county Tyrone, differs from all the others both in the extent of its operations and in the service which it has rendered. It has been more than once suggested that all the others should rank with the ordinary schools, and that they should all be paid according to the results they show. Under the new scheme for paying teachers by results, sanctioned by the Board, this object will be accomplished. Of *Loughashe* it may be observed, that Mr. Moore, who has managed it so ably for a period of thirty years, will retire at the end of this year; and with him it is feared the *Loughashe* school will be abandoned. The school farm contains upwards of seventy statute acres; Mr. Moore has erected offices and reclaimed the ground, which gives him a claim for tenant-right, and it is not easy to find a man possessing the necessary intelligence and capital—say £1,500—to buy up Mr. Moore's interest, and to stock the farm, and who would be willing to enter on the business of teaching, and settle down in so remote a district. It is to be hoped such a man will appear.

*Glanduff* School, county Roscommon, which is in this class, was visited by me on the 25th of August. Unfortunately it was closed for vacation, so that I was only able to inspect the school farm. It contains 20 acres, 3 roods, 20 perches (statute); five acres are in permanent pasture, and the rest is cropped partly on the four and partly on the five-course rotations. The farming appeared to be well done. The live stock consisted of a good bull, which is hired out at a moderate charge, for the service of farmers' cows, three milch cows, two calves, four pigs, and about sixty poultry.

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*Rahan School*, near Tullamore, King's county, was visited by me on the 10th November, for the purpose of reporting on a special application made regarding it.

The National school, in this instance, is not on the school farm, but adjoins it. The late teacher held the farm in lease, and on his demise it passed to his relatives. The Commissioners erected the offices on a site which they held by lease. The farm is worth very little without the house and offices, which are commodious; the offices are almost useless without the land. The landlord has made an offer for the leaseholder's interest in the farm, and if he gets it he will either let the land to the Board, or buy their interest in the house and offices. The house is badly required as a residence for the teacher of the National school, and there can be no doubt whatever of the utility of a well-managed school farm in a district like this, in which there is a large number of struggling small farmers, who are much in need of agricultural instruction.

The names of the small schools in this class, with the number of pupils instructed in agricultural doings and other statistical particulars, are in Table II., page 392.

IV. *Ordinary Agricultural Schools* are, as has been plainly indicated, common National schools, in which agriculture is taught. In each of these schools all boys in third class and upwards read a lesson daily in the agricultural text books supplied by the Commissioners, and the text is explained by the schoolmaster, who must either possess an agricultural certificate or pass a special examination made by the agricultural inspector to test his competency to conduct the agricultural class. In addition, there is a school garden or school farm on which the teacher professes to exhibit some systematic course of cropping, and to cultivate his crops with a fair degree of skill.

It is necessary to make a few general remarks on the two main features of the agricultural department of these schools; namely, the indoor and outdoor.

The indoor lessons are simple. Some persons who advocate agricultural education would wish to see it of a purely scientific character. It is, however, more important to begin with practice; and accordingly in the ordinary agricultural schools we do not go into any depths of science; but a good deal of what we teach is based on science. The children are taught the results of science as they hear on the present requirements of Ireland. If we were teaching the elements of agriculture in a more forward country, such as Norfolk or the Lothians of Scotland, it would be better to make science the basis of what would be taught. The young people would see enough of good practice at home, and in their agricultural lessons the elements of science would be more useful to them than any amount of practical instruction which a schoolmaster could afford. Indeed the farmers of Norfolk would rather be disposed to sneer at the pretensions of a school teacher who would undertake to give them lessons in practical farming. It is different, however, in those parts of Ireland in which ordinary agricultural schools exist. The agricultural practices of the pupils are extremely defective, and the chief way in which we can make these schools useful is by expounding in them the defects of the present system of management as well as the improved mode which we wish to introduce. In this system let us blend as much science with the practical knowledge as we can; but let us not make ourselves ridiculous by preaching the science of modern agriculture to men who have never seen the objects with which this science deals.

It would look like mocking poor and ignorant farmers in remote districts of Ireland to begin their agricultural instruction with chemistry

or botany. It is more useful to show them how to raise turnips than to give them a philosophic exposition of Leibig's theories.

In the Board's ordinary agricultural schools, then, we aim at giving simple and accurate description of the several rotations of crops and their practical advantage; of the cultivation of the several crops and the manures to apply; of the feeding and care of cattle, pigs, &c. All these subjects are explained not irrespective of science, but in a way which blends the results of science with practical experience.

On every school farm a rotation of crops should be illustrated, that the entire course of the cropping is clean and good, and that the cows are fed with care and skill. If all this be not done the grant is reduced, suspended, or withdrawn altogether. Unless a school farm is well managed it should not be encouraged nor even recognized at all; but when it is well managed every legitimate aid and encouragement ought to be extended to the teacher, more particularly in remote districts. In the west of Ireland I was greatly pleased, in 1869, in seeing a large number of the school farms worked most creditably in the wildest districts. In 1870 my duties left me so little time that I was unable to inspect more than sixteen of the ordinary agricultural schools. They were all visited several times during the year by the agricultural Inspectors, Messrs. Brogan and Boyle. I shall make a few remarks on each of the schools which I did visit; but it is necessary to premise that some of these were selected for inspection because the reports of the agricultural Inspectors produced a rather unfavourable impression. They shall be taken in alphabetical order:—

1. *Bronyfield School*, near Castleblayney, county Monaghan. Visited on 2nd July, 1870. The turnip crop was badly sown, being in a zig-zag line on the drills. This crop as well as the potato contained too many weeds. The field of permanent grass was also weedy, and it contains several heaps of stones which ought to have been removed after they were collected.

*Ballymurray School*, near Lecarrow, Athlone, 34th August; farm very fairly managed, and the teacher evidently an industrious improving tenant. Inspected another school, Glanduff, on same day.

*Ballysaggart School*, county Waterford, closed for vacation when I called, on 30th of August. Agricultural department not long established in the school.

*Cormeen School*, near Monaghan. Inspected on 18th May. Five boys present in agricultural class for examination; their answering was indifferent.

The school farm contains 7 Irish acres. No systematic rotation yet established upon it; but one is contemplated. The management of the manure was very bad.

*Cornafulla School*, county Roscommon. Visited 26th August. The house and offices were creditable to the teacher. The farm contains 13A. 0a. 18r. (statute), of which about three acres are in permanent grass, and the rest under the four-course rotation. The root crop remarkably well cultivated. The teacher gave a very fair explanation of certain defects which I observed.

*Dirrendarragh School*, county Kerry. Visited 14th September, 1870. It is situated in a very wild mountain district. The boys present for examination answered with intelligence, and in a way which showed at once that the teacher had been bestowing reasonable attention on their instruction. The school farm contains about three and a half statute acres, and is worked on the three-course system, which is about to be modified. The tillage of the plot of turnips was very well done. There could be no doubt of the utility of the agricultural department of this school.

*Freemount School*, county Cork. Visited on the 16th September.

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The agricultural class contained 26 boys; they answered fairly questions in practical matters, but I should like to see them possessing a better knowledge of elementary principles. The school farm contains nine statute acres; the five-course rotation is pursued, and the cropping and general management considerably in advance of the practice of the small farmers of the district.

*Grange*, county Waterford. Inspected on 9th September. There were 14 boys in the agricultural class, and they answered satisfactorily. The schoolfarm is small, containing only two statute acres. It is cropped on the common five-course, and the work is creditably done. I regretted that neither cow nor pig was kept at the time, but the teacher said he would procure both as soon as the roots and small potatoes would become available for feeding. The agricultural department of this school, which is situated in a somewhat isolated district, is likely to be very useful.

*Kildinan* School, near Rathcormac, county Cork, is situated in one of the most backward mountain districts of the county Cork. The farm contains upwards of 11 statute acres, the greater part of which has been reclaimed from the state of nature by the teacher, Mr. G. Flynn, a most industrious man. A small portion of it remains in its primitive state producing heather; and I found about a statute acre of it in process of reclamation. I cannot call to mind in all my observation in Ireland a piece of ground which presented less encouragement than this. The soil is of the most inferior description. The upper layer consists of thin peat of the worst character; the under stratum is white clay, apparently of the most worthless description, and contained a number of hard-fast stones the removal of which cost enormous labour, which has been expended upon it by the teacher and his family. On this land most excellent crops of turnips are now raised, and the oat crop was more luxuriant than that which I had seen on many a fertile field from Dublin to Rathcormac. The five-course rotation is pursued.

*Lansdowne* School, county Kerry. At my visit on 12th September, I found that 13 boys and 15 girls were reading the Agricultural Class Book. Their answering was only middling. The farm contains 7 statute acres, including a few acres of crag. A rotation of crops has not been regularly established. I visited the school for the first time in 1868, when the farm, owing to illness of the teacher during the whole of spring, was in a most neglected state. Towards the end of the year his health improved, and he has made great progress since in the management of his farm.

*Mween* School is situated in West Clare, and was inspected by me on 20th September, 1870, when I found only 6 in the agricultural class. My visit was on the opening of the school after vacation, which accounts for the small attendance. Two of the lads present answered very well, the others indifferently. There are some seven Irish acres in the farm, of these two and a half acres of moory ground are under cultivation, and the four-course is in progress of being established; and four and a half acres of cold upland clay are under permanent pasture. Until very recently the upland was under rotation.

The teacher appeared to me to be industrious and deserving. He has built a small slated residence adjoining his school, consisting of one apartment, with scullery and pantry. He is anxious to do more in this way, or to pay reasonable interest on the money if done by his landlord; but as the site of the school does not belong to the proprietor of the farm, there is a difficulty in meeting his view. Both landlords think highly of the teacher and would gladly serve him, but for the reason just stated, neither is likely to improve his dwelling.

*Newmarket* School, county Cork, was inspected by me on the 16th September. There were 32 boys in the agricultural class. Their answer-



ing was very middling. They could not give intelligible answers to simple questions which I put to them on common agricultural subjects. Only two of them knew the rotation pursued upon the school farm; not one of them knew that the rotation was deviated from in 1870, and only three of them had been over the model farm within the year. The school farm in this case rendered no effective aid in the practical instruction of these lads.

*Sneem School*, county Kerry. Inspected 13th September, 1870. I found 30 boys in the agricultural class. Their answering was excellent. The school farm contains six statute acres, including a piece of crag. The four-course rotation is pursued on about one acre of arable land. The crops on this appear to be managed with a respectable degree of skill. The agricultural department was improved very much since I visited it in 1868.

*Tullycrine school*, near Kiltush, county Clare. Inspected 27th September, 1870. The total attendance in this school was only 19, and of these three, who belonged to the agricultural class, answered very satisfactorily. There are eight statute acres of land attached to this school. The whole of it was originally bog; but one-half of it has been reclaimed by the teacher, and is now under rotation; and I feel pleasure in stating that the cropping and general management reflect the greatest credit on him. He will improve another section of the bog this year, and before long I expect this piece of land will be one of the best managed school-farms in the south of Ireland.

I submit a table, at page 393, giving the names and statistics of all the ordinary agricultural schools in operation in 1870.

#### V.—SCHOOL GARDENS.

When the land attached to a National school is not sufficient to feed a cow, it is cultivated more as a garden than a farm, and is called a school garden.

In 1870, there were in operation ten school gardens. Of these, one, namely, *Glasnevin*, is under the exclusive management of the Board.

One of the oldest and most useful schools in this class is *Loughglynn*, on Lord Dillon's property in Roscommon. It possesses several features of great interest. The country round is occupied by small farmers.

There is a large agricultural class in this school; and a rood of ground which is cultivated as a school garden, the teachers receiving the profits.

The most interesting feature of the agricultural department of the school is that the pupils are encouraged to cultivate home allotments, which are inspected at intervals by the teacher to see that the cropping is carried out in accordance with his teaching. An annual show is held in the school, of crops raised on these allotments, and prizes distributed to the most meritorious. My visit was on the occasion of the show of 1870, which was held on the 21st September.

I examined the agricultural class, and was greatly pleased with their proficiency. In company with Mr. Strickland, the manager, I visited all the home allotments, which were cultivated with a degree of care and skill that reflected the greatest credit on all concerned. I have no hesitation in affirming that if all the cottage gardens of Ireland were as well cropped as these allotments, the wealth of the country would be increased by upwards of a million sterling a year. I am of opinion that allotments of this kind should be small; for if made large there is danger that when the stimulus is withdrawn people will grow careless. The potatoes, and even some of the cabbages required for the use of cottagers and farmers can best be raised in the field, and ten perches, well cropped, will give an ample supply of other useful vegetables.

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The Commissioners and the proprietor each contributed a sum of £5 towards the payment of prizes. The experiment has been more beneficial than they could have expected; and I trust it will induce the Commissioners to develop this interesting branch of industrial education.

The schools in this class, the number of children instructed in agriculture in these schools, &c., will be found at page 395.

#### VI. AGRICULTURAL INSTRUCTION IN COMMON NATIONAL SCHOOLS which do not rank as AGRICULTURAL SCHOOLS.

In 1868 the Commissioners issued a circular to managers of National schools suggesting that the "Agricultural Class Book" should be read twice a week in ordinary National schools in place of the ordinary lesson books.

#### VII. INSTRUCTION IN RURAL SUBJECTS FOR FEMALES.

In 1869 the Commissioners had under consideration the propriety of affording a certain amount of instruction in rural subjects in female schools. In 1870 the subject received fuller consideration. The nuns of the Cashel convent made application for aid towards instructing girls in cottage gardening, poultry management, and kindred industrial occupations which engage the attention of females. The application was favourably entertained; and I trust the results will fully realise the expectations of the Board.

#### VIII. AGRICULTURE AS AN ELEMENT IN THE INSTRUCTION OF THE TEACHERS in the CENTRAL TRAINING ESTABLISHMENT, MARLBOROUGH-STREET.

As heretofore each class of male teachers receive in Marlborough-street two lectures in agriculture every week during the course, and they visit the model farm every Saturday to receive clinical instruction. The various modes of management pursued are explained to them, and they are invited to examine most carefully the distinctive peculiarities of the several farms. They evince great interest in the subject, and acquire much useful information.

To the female teachers lectures are given on the management of the dairy, of poultry, and of cottage gardens. The delivery of these lectures has been imposed on myself, and I must say that in all my experience in lecturing, I have not met any audience which took a greater interest in what I had to say than these young persons take in the subject on which it is my privilege to address them. The greater number have had some experience in butter making and in caring poultry, and they are delighted in the study of cottage gardening.

These lectures were delivered in 1870 to 128 female teachers, and if each of these is, in her own sphere of action, to become a propagandist on how-over small a scale, what immense good would be effected.

I have now very hurriedly glanced at the various branches of the system of agricultural education which the Commissioners have established.

Of one thing I feel quite certain, namely, that the Agricultural Department of National Education is rendering practical service in disseminating sound ideas on rural industry among the mass of the Irish people. The department is regarded as a useful adjunct of the system of education which the Commissioners administer, and I trust it will continue to grow in usefulness with the development of that great system.

I have the honour to remain, gentlemen,

Your obedient servant,

THOMAS BALDWIN.

The Secretaries,  
&c., &c.

TABLE L.—MODEL FARMS under exclusive control of Commissioners.

Name of Agricultural School.	County.	Area.	Rent per annum.	Live Stock on Farm.					Distant Number of Pupils who receive Agricultural Instruction.			
				Horses.	Cattle.	Sheep.	Pigs.	Poultry.	Agricultural Boarders.	Pupil Teachers instructed in Agriculture.	Day Scholars instructed in Agriculture.	Total.
<b>I.</b>												
Kilkenney, . . . . .	Kilkenny, . . . . .	79 0 84	£ s. d. 146 11 0	3	24	88	3	-	11	5	-	16
Limerick, . . . . .	Limerick, . . . . .	70 3 3	70 3 3	2	23	14	15	24	16	-	35	51
Manister (Cork), . . . . .	Cork, . . . . .	126 3 17	230 0 0	3	47	49	27	26	26	13	-	39
Ulster (Bellist), . . . . .	Antrim, . . . . .	106 1 25	204 11 4	3	27	86	-	-	6	22	-	30
<b>II.</b>												
Athy, . . . . .	Kildare, . . . . .	64 0 20	78 0 0	2	19	-	16	20	9	-	0	17
Ballsbridge, . . . . .	Dublin, . . . . .	48 0 15	69 10 0	2	18	-	13	-	3	-	102	105
Dunamway, . . . . .	Cork, . . . . .	12 0 0	30 0 0	1	3	6	-	-	1	-	80	01
<b>III.</b>												
Ballymoney, . . . . .	Antrim, . . . . .	23 2 3	52 18 0	1	8	-	6	12	1	4	89	44
Bath, . . . . .	Monaghan, . . . . .	43 2 0	23 15 0	3	6	-	-	-	-	-	27	-
Derrycastle, . . . . .	Tipperary, . . . . .	18 1 02	13 5 9	1	5	13	3	15	-	-	27	-
Dunleavy, . . . . .	Dougal, . . . . .	13 0 0	4 0 0	-	1	14	-	30	-	-	28	-
Farraby, . . . . .	Cork, . . . . .	43 3 6	23 14 8	1	6	27	17	-	-	-	-	-
Glaheen, . . . . .	Do., . . . . .	24 8 8	31 0 0	1	10	15	7	14	-	-	47	-
Gormanstown, . . . . .	Tipperary, . . . . .	47 2 33	49 4 2	1 am 3	6	21	4	29	-	-	50	-
Kyle Park, . . . . .	Do., . . . . .	16 0 2	16 0 0	1 am 4	7	1	5	40	-	-	48	-
Lalrim, . . . . .	Limerick, . . . . .	15 0 0	12 0 0	-	7	-	2	15	-	-	48	-
Mount Trenchard, . . . . .	Limerick, . . . . .	30 0 0	21 0 0	1 am 2	7	-	6	20	3	-	9	12
Templeglash, . . . . .	Dougal, . . . . .	20 0 0	9 0 0	1	7	-	2	21	-	-	5	5
Verres, . . . . .	Limerick, . . . . .	23 2 21	23 12 6	1	4	29	10	6	-	-	49	49
Woodstock, . . . . .	Kilkenny, . . . . .	8 2 35	8 14 0	1	3	-	-	20	-	-	34	34

Appendix F.  
Reports on  
Agricultural  
School  
Farms.  
Thomas  
Holden,  
esq.

## Appendix F.

Reports on  
Agricultural  
School  
Farms.Thomas  
Baldwin  
esq.

TABLE II.—MODEL AGRICULTURAL SCHOOLS, under Local Management, in connexion with Board on 31st December, 1870.

Name.	Post-Town.	County.	Area of School Farm.	Live Stock on Farm.					Number of Pupils Instructed in Agriculture.	
				Horses.	Cattle.	Sheep.	Pigs.	Poultry.	Boarders.	Day Pupils.
1. Lorne, . . .	Lorne, . . .	Antrim, . . .	4. 2. P. 7 0 23	-	5	-	-	13	-	71
2. Ballycarr, . . .	Ballycarr, . . .	Antrim, . . .	7 0 20	-	-	-	-	-	-	28
3. Carrick, . . .	Lisbellaw, . . .	Fermanagh, . . .	28 0 0	1	6	-	10	20	-	23
4. Cornagilla, . . .	Moughan, . . .	Monaghan, . . .	16 0 0	2	5	-	8	50	-	40
5. Loughadee, . . .	Dunamagagh, . . .	Tyrene, . . .	80 0 20	4	29	25	8	80	14	18
6. Caldersherkie, . . .	Ennistymon, . . .	Clare, . . .	20 0 0	1	4	2	3	21	-	90
7. Sallihank, . . .	Bradford, . . .	Clare, . . .	16 0 0	1 ast.	2	-	12	30	-	31
8. Feakle, . . .	Feakle, . . .	Clare, . . .	14 2 16	1	4	-	4	25	-	67
9. Glasgarna, . . .	Lisnare, . . .	Waterford, . . .	20 0 0	1	3	11	9	24	1	36
10. Garryhill, . . .	Bagnalstown, . . .	Carlow, . . .	11 2 10	1	6	1	6	21	-	47
11. Piltown, . . .	Piltown, . . .	Kilkenny, . . .	8 1 20	No returns owing to death of 10 sheep.					-	-
12. Rahon, . . .	Tellamore, . . .	King's, . . .	12 3 0						-	-
13. Woodgrove, . . .	Kells, . . .	Meath, . . .	15 0 0	1 ast.	4	6	-	36	-	51
14. Ballinakil, . . .	Meath Hill, Loughrea, . . .	Galway, . . .	30 0 0	1	7	9	7	64	1	22
15. Cloonkenary, . . .	Monlough, Mount Ballin, . . .	Galway, . . .	26 0 0	No returns owing to death of 10 sheep.					-	-
16. Glenduff, . . .	Lecarrow, Athlone, . . .	Roscommon, . . .	30 2 20	2	7	50	10	60	-	65

TABLE III.—Ordinary AGRICULTURAL SCHOOLS, in connexion with Board, on 31st December, 1870.

County.	Schol.	Post Town.	Area of Farm.	Live Stock on School Farm.				No. of Pupils Instructed in Agriculture.
				Horses.	Cattle.	Sheep.	Pigs.	
1. Armagh.	Tanlough.	Poyntzpass.	A. R. P.	-	1	-	2	46
2. Do.	Drumcannagh.	Do.	7 0 0	-	-	-	1	30
3. Do.	Poyntzpass.	Do.	1 0 0	1	-	-	-	28
4. Carrig.	Do.	Do.	2 0 10	-	-	-	-	30
5. Carrig.	Do.	Do.	11 1 25	1	7	2	12	40
6. Do.	Do.	Do.	25 3 25	1	9	-	4	27
7. Do.	Do.	Do.	12 2 0	-	3	-	-	31
8. Do.	Do.	Do.	15 0 0	1	9	3	1	34
9. Do.	Do.	Do.	4 1 20	1	1	-	2	28
10. Do.	Do.	Do.	14 0 0	2	12	3	2	45
11. Do.	Do.	Do.	6 2 0	-	3	-	2	26
12. Do.	Do.	Do.	4 0 0	-	3	-	2	53
13. Do.	Do.	Do.	5 2 28	-	-	-	-	24
14. Do.	Do.	Do.	9 0 0	-	-	-	-	15
15. Do.	Do.	Do.	4 0 0	-	-	-	-	24
16. Do.	Do.	Do.	5 0 0	-	-	-	-	19
17. Do.	Do.	Do.	13 2 0	1	7	-	-	20
18. Do.	Do.	Do.	3 2 20	-	3	10	-	17
19. Do.	Do.	Do.	2 2 0	-	1	-	1	12
20. Do.	Do.	Do.	1 2 20	-	3	-	1	10
21. Do.	Do.	Do.	10 2 16	-	3	-	4	15
22. Do.	Do.	Do.	5 3 0	-	3	-	-	21
23. Do.	Do.	Do.	16 0 0	-	4	-	-	24
24. Do.	Do.	Do.	6 3 0	-	2	-	2	18
25. Do.	Do.	Do.	5 0 0	-	1	-	2	30
26. Do.	Do.	Do.	11 0 23	1	3	-	-	20
27. Do.	Do.	Do.	54 0 0	2	22	-	1	20
28. Do.	Do.	Do.	10 2 33	-	2	-	2	40
29. Do.	Do.	Do.	1 0 0	-	-	-	-	41
30. Do.	Do.	Do.	2 0 30	-	-	-	-	19
31. Do.	Do.	Do.	2 1 7	-	-	-	-	12
32. Do.	Do.	Do.	10 3 23	1	5	11	1	20
33. Do.	Do.	Do.	6 2 1	1	13	10	2	30
34. Do.	Do.	Do.	11 1 14	2	3	-	1	31

No returns.—School suspended.

## List of ordinary AGRICULTURAL SCHOOLS—continued.

County.	School.	Post Town.	Area of Farm.	Live Stock on School Farm.				No. of Pupils Instructed in Agriculture.
				Horses.	Cattle.	Sheep.	Pigs.	
			A. R. P.					
36. Clare, .	Dromadocore,	Gort, .	26 0 0	1	6	5	1	24
37. Do., .	Tullycarine,	Kilrush, .	5 2 35	1	1	1	—	20
38. Do., .	Stropal, .	Milown Malloy, .	2 0 0	—	—	—	—	8
39. Cork, .	Scroon,	Rosacherry, .	2 0 0	1	2	1	—	10
40. Do., .	Kilfinane,	Rathcormack, Fermoy, .	7 0 32	1	—	—	—	30
41. Do., .	Freemount,	Milford, Chudleville, .	9 0 0	1	—	—	—	24
42. Do., .	Newmarket,	Newmarket, Kantuck, .	15 1 29	—	—	—	—	30
43. Kerry, .	Dromadocore,	Kearney, .	4 0 0	1	3	1	—	53
44. Do., .	Leasoway,	Do., .	7 0 0	1	2	—	—	53
45. Do., .	Seem, .	Do., .	6 0 0	1	2	—	—	35
46. Limerick, .	Killicolla,	Seem, .	10 0 0	1	2	—	—	97
47. Waterford, .	Grange, .	Brure, .	2 0 0	1	1	—	—	5
48. Do., .	Ballysagart,	Arndmore, .	12 0 0	1	1	—	—	50
49. Kildare, .	Twinnishome,	Lismore, .	4 3 17	1	5	—	—	30
50. Do., .	Clane, .	Nash, .	2 1 12	—	—	—	—	43
51. Do., .	Tornahon,	Clane, .	2 0 30	—	—	—	—	25
52. Do., .	Rathcormack,	Kilcock, .	3 3 23	—	—	—	—	38
53. Kilkenny, .	Ballygloes,	Piltown, .	3 3 24	1	1	—	—	10
54. Do., .	Whitchurch,	Carraig-on-Suir, .	3 1 0	—	—	—	—	20
55. Do., .	Cesmore,	Piltown, .	7 0 0	1	2	—	—	10
56. Longford, .	Rathcline,	Laneborough, .	10 0 0	1	3	—	—	38
57. Do., .	Clonliffe,	Kilashan, Longford, .	2 1 28	1	1	—	—	22
58. Do., .	Stonemore,	Longford, .	7 0 0	1	1	—	—	24
59. Do., .	Rathcormack,	Rathcormack, .	7 3 20	1	1	—	—	30
60. Do., .	Killeshel,	Marasoth, .	2 0 0	—	—	—	—	28
61. Queen's County, .	Rath, .	Ballybrittas, .	3 1 0	—	—	—	—	31
62. Do., .	Ballinacally,	Ballybrittas, .	3 1 0	—	—	—	—	23
63. Wexmouth, .	Dugany, .	Do., .	3 0 0	—	—	—	—	22
64. Wicklow, .	Kilgarry,	Do., .	10 0 0	—	—	—	—	15
65. Do., .	Castlemock,	Do., .	0 2 50	—	—	—	—	60
66. Do., .	Do., .	Do., .	0 2 50	—	—	—	—	10
67. Do., .	Do., .	Do., .	0 2 50	—	—	—	—	30
68. Do., .	Do., .	Do., .	0 2 50	—	—	—	—	25
69. Do., .	Do., .	Do., .	0 2 50	—	—	—	—	24
70. Limerick, .	Dromadocore,	Do., .	0 2 50	—	—	—	—	24



*Appendix B.* No. 2.—ANNUAL REPORT ON AGRICULTURAL SCHOOLS inspected in NORTHERN DISTRICT during the year ended 31st December, 1870, by M. BROGAN, Esq., Agricultural Inspector.

Reports on  
Agricultural  
School  
Farms.

72, Talbot-street, Dublin, 9th March, 1871.

M. Brogan,  
Esq.

GENTLEMEN,—In accordance with your instructions, I beg to submit, for the information of the Commissioners, my annual report on the agricultural Schools of all classes inspected by me during the past year, 1870.

The following statement will show the amount of official duty performed by me, and the manner in which my time was occupied in the discharge of said duty during the past year:—

#### Work performed.

Ordinary visits of inspection reported upon in the usual manner, . . . . .	298
Special visits for valuation of farming stock, changes of agriculturists, and other purposes, . . . . .	21
	Statute Miles
Total distance travelled on official duty, . . . . .	11,780
Average distance travelled to each visit of inspection, . . . . .	39½

#### Employment of Time.

Engaged on ordinary inspection duty, . . . . .	237 days.
Engaged on special duty at annual valuations, office duty, examining accounts, &c., . . . . .	51 "
On leave of absence, . . . . .	12 "
Sundays, and official holidays, . . . . .	65 "
Total, . . . . .	365 "

The amount of inspection duty performed by me during the past year has been very nearly the same as that for the previous year, 1869; and the total amount of travelling, and the average distance travelled to each visit of inspection also coincide pretty closely with the corresponding particulars for the previous year.

The following summary will show how the duty of inspection was distributed amongst the different classes of agricultural schools:—

#### DISTRIBUTION OF INSPECTION.

Class of School inspected.	Number of times inspected.			
	Once.	Twice.	Three times.	Four times.
First Class or "Model," . . . . .	*	9	12	1
Ordinary, . . . . .	5†	23	54	-
School Gardens, . . . . .	*	6	4	-
Total, . . . . .	5	37	70	1

The number of agricultural schools of all classes in my district, and under my inspection on 31st December, 1870, was 113, classified as follows:—

First Class or Model, . . . . .	22
Ordinary, . . . . .	81
Industrial School Gardens, . . . . .	10
Total, . . . . .	113

This shows an increase of fifteen over the number under my inspection at the close of the previous year. This increase has been confined to the two minor classes of agricultural schools—"Ordinary" and "School Gardens"—the number of first-class, or "model" agricultural schools continuing unaltered. The increase of fifteen in the number of agricultural schools in connexion at the close of the past year is distributed as follows:—

\* All more than once.

† Applicant cases visited towards the close of the year.



Provinces.	Agricultural Schools.		
	Ordinary.	School Gardens.	Total.
Ulster, . . . . .	4	3	7
Leinster, . . . . .	1	1	2
Connaught, . . . . .	6	—	6
Total, . . . . .	11	4	15

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School  
Farms.

M. Brough,  
esq.

This is the largest increase that has as yet taken place in any year since I entered on the duty of inspection, and shows a steadily increasing desire for a knowledge of agricultural science, and for multiplying and extending the agencies by which it can be most effectively and economically imparted to the youth of our agricultural population. From the number of communications I receive, and the inquiries I have to answer on this subject to both managers and teachers desirous of introducing agriculture into their schools as an essential element of the course of instruction, I feel assured that this ratio of increase will be fully maintained, if not improved in succeeding years.

*First Class, or Model Agricultural Schools.*—The number of these institutions at present under my inspection is 22, classified as follows:—

Under exclusive control of the Commissioners, . . . . .	11
Under local management, . . . . .	11

Of the eleven schools in the first section (under exclusive control of the Commissioners) eight are worked for the public account; and, in the majority of these cases, the pecuniary result of the working of the farming department for the past year proved satisfactory. The annual balance sheets of the farm accounts showed a fair amount of profit in five out of the eight cases; and in the three remaining cases, where the difficulties in the way of successful farming are still of a formidable character, the amount of loss is much less than in former years. As Mr. Baldwin's report will give the fullest information on the financial phase of their operation, I need not enter into any further explanation on this point. In all other respects they continue to be conducted with fair average efficiency. The attendance of agricultural pupils of all classes, except that of "boarders," or intern pupils, continues to be well maintained; their agricultural instruction, both theoretic and practical, is fairly attended to, and the degree of proficiency evinced at my periodic examinations is generally satisfactory, and often indeed of a highly creditable character.

The three agricultural schools of this section in which the model farms are worked for the account of their conductors are—

Woodstock, co. Kilkenny.  
Kyle Park, co. Tipperary.  
Dunlewy, co. Donegal.

The two first mentioned continue to be conducted with due efficiency, and in strict accordance with the provisions of the agreement entered into by their conductors with the Commissioners.

The Dunlewy Agricultural School being the latest brought into operation, and being as yet but partially organized, requires some special notice.

After remaining inoperative for several years, owing to the refusal of the patron to comply with the requirements of the Commissioners as to the appointment of a suitable teacher, it was opened for pupils in the autumn of 1865. The whole of the land designed for agricultural purposes was then in a wild and unreclaimed condition, and consisted of mountain and bog. The teacher first entered on the cultivation of that

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M. Brogan,  
esp.

portion which presented the slightest obstacles to its reclamation; but he has since been gradually extending the area of his operations till he has now reclaimed and brought under profitable cultivation a sufficient extent to enable him to establish a regular rotation of cropping, and to exhibit to his pupils an example of systematic and successful husbandry on land that but a short time previously had been a barren and worthless waste.

*Model Agricultural Schools under Local Management.*—This section of the first-class agricultural schools also continues to be conducted in a satisfactory manner, both, as regards the efficiency and success of their farming departments, and the progress of their pupils in industrial knowledge. The only schools in this section requiring any special reference are those of Lough Ashe, county Tyrone; Rahau, King's County; and Clonkeenkerl, county Galway, in the two latter of which the agricultural department became suspended during the past year.

*Rahau Model Agricultural School.*—The agricultural department became suspended in this case owing to the decease of the late teacher, and there being some peculiar difficulties respecting the tenure of the school-farm, which prevented the transfer of it to whatever teacher might be appointed to succeed him. These difficulties have not yet been removed; but I trust they will be obviated in such a way as to ensure the speedy revival of the agricultural department, and its future uninterrupted operation for the improvement of the rising generation of farmers in this purely agricultural district.

*Clonkeenkerl.*—The cause of the suspension in this case was the resignation of the teacher in October last. He had conducted both the literary and agricultural departments of his school for a long series of years in a creditable and successful manner, to the great advantage of his pupils and neighbours; and when failing health obliged him at last to retire from a position which he had so usefully filled, he had acquired a handsome competence as the fruits of his skilful and successful agricultural industry, as the emoluments of his school would hardly be sufficient for his maintenance, even under the strictest system of economy. I visited this school subsequent to the late teacher's retirement, and found that, though it still remained closed and inoperative, the manager was taking the necessary steps to secure the services of a teacher who should be qualified to conduct both departments efficiently.

The *Lough Ashe Agricultural School*, to which I referred in my last annual report as likely to be discontinued, owing to the contemplated resignation of its efficient conductor, Mr. Moore, still continues in operation. No definite plan has as yet been adopted for continuing it in operation after Mr. Moore's retirement; but, at the earnest request of the patron, he has consented to remain at his post during the current year, in order to afford sufficient time to organize some effective mode of conducting it after his departure. Notwithstanding the unsettled condition in which its future continuance is placed, all its operations continue to be conducted with their accustomed regularity and efficiency; and the only falling off in any way perceptible is a slight decrease in the number of agricultural boarders, as Mr. Moore, for some time past, felt reluctant to comply with applications for admission, in view of the uncertainty as to the permanent continuance of the establishment.

*Ordinary Agricultural Schools.*—This class of agricultural schools continues to make steady progress. During the past year I examined and reported upon fourteen new applicant cases, with the following results:—

Recommended unconditionally, . . . . .	1
Recommended conditionally, payment of agricultural salary to be deferred till after certain requisite improvements had been effected, . . . . .	5
Rejected, neither land nor farm buildings being suitable, . . . . .	2

The following brief description of the organization and capabilities of *Appendix F.* the twelve successful applicant cases received into connexion with the agricultural department, will serve to show to what extent they are calculated to promote agricultural improvement, and aid in developing the industrial intelligence of the rising generation in their respective localities:—

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*Banada Agricultural School, County Sligo.*—This school stands about five miles west of Tobercurry. The land available for agricultural purposes, though of rather limited extent, is very suitable in other respects, as it occupies a very conspicuous position around the school with which it is permanently connected, as portion of the original site granted for school purposes. At my first inspection, when reporting on the application, the organization of the agricultural department was so defective that I could only recommend it *conditionally*; but at my next visit, I found all my suggestions so faithfully carried out, that I was enabled to recommend the payment of agricultural salary from the date of its connexion. As it has a very large attendance of pupils, it is likely to prove most useful and successful in this remote and backward district.

M. Brogan,  
esq.

*Turlough Agricultural School, County Mayo.*—This school is situated in the village of Turlough, on the high-road from Swinford to Castlebar, and within four miles of the latter town. The land allocated for school-farm purposes does not immediately adjoin the school, but is attached to the teacher's residence at the opposite side of the village. The teacher holds over twenty statute acres, the greater part of which is in permanent pasture and meadow. The portion allocated for school purposes consists of two statute acres of moory soil, well adapted for the production of heavy crops of roots and of grass, and capable, when further improved by applications of earthy composts, to yield fair crops of oats and rye. It is to be cropped on a three-course rotation. The literary school affords ample and promising material for the formation of an intelligent agricultural class; and, as the teacher is well qualified for the efficient discharge of his duties, I expect to find the establishment of the agricultural department here to be productive of the most satisfactory results.

*Arles Agricultural School, Queen's County.*—This school lies at the eastern extremity of the county, at about five miles distant from the town of Carlow. The land to be worked as a model farm is conveniently situated at the distance of only a few perches from the school. It consists of about 3½ statute acres of good clay loam, and is to be cropped on a four-course rotation. There are farm offices of adequate extent available, but there were no cattle on the farm at the date of my inspection. There are a considerable number of pupils receiving instruction in the "agricultural class;" and, as the manager takes the greatest interest in their progress, even to the extent of examining them himself, and giving prizes to the best answerers, the improvement effected is likely to prove very satisfactory.

*Stonepark Agricultural School, County Longford.*—This school occupies a very prominent position on the public road leading from Longford to Pallymahon, and is about three miles distant from the former town. The land available for agricultural purposes contains two statute acres of rather inferior soil, partially cleared of stone. A good deal of additional improvement is still required in clearing, levelling, and enriching the soil. As the teacher is fully qualified for the discharge of the duties devolving on him in the agricultural department, having been educated at an agricultural school, and seems, besides, earnest and attentive in the discharge of his duties, I expect that he will afford perfect satisfaction by his management of this department; and, as this portion of the county

*Appendix F.* contains a great extent of waste, but reclaimable, land, the example and instruction he will afford cannot fail to exercise a beneficial effect in stimulating improvement amongst the small farmers in the vicinity.

*Reports on Agricultural School Visits.*

*M. Program.*

*Poyntzpass Agricultural School, County Armagh.*—This school stands within the village of Poyntzpass, close to the railway station on the Dublin and Belfast Junction line. The land appropriated to the purpose of a school farm lies at a few perches distant from the school on the opposite side of the railway. It consists of two statute acres of light gravelly loam, and is to be cropped on a four-course rotation. The office accommodation is ample and convenient. As the literary school has a large attendance of pupils of whom there is a very fair proportion in the more advanced classes, there will always be abundant and suitable material for the maintenance of an agricultural class. Though this is not a district in which any great or apparent necessity exists for agricultural improvement, there being little or no waste lands, and the tenant-farmers for the most part appearing to be prosperous and industrious, still the introduction of agricultural teaching into its schools cannot fail to develop and advance to a still more improved and satisfactory position the industrial intelligence of its agricultural population, and the productive powers of its soil.

*Tullyclevasen Agricultural School, County Leitrim.*—This school is situated in a very remote and unimproved district of the county, about five miles N. of the Head of Lough Allen, and about an equal distance N.E. of Drumkeeran. As far as I could observe in travelling through it on my route to the school, agriculture appears to be in a very primitive and backward state; and the grossest mismanagement, and the most stupid waste may be observed in several of the leading points of farming economy. Though it is not expected that the operations of the agricultural school and model farm will be sufficient to convince the present race of farmers in this district of the "error of their ways," or to cause them to adopt the more skilful and improved practices that will be thus brought under their notice, yet it may be confidently anticipated that the early diffusion of sound and rational industrial intelligence amongst the youth now attending the school, but who, in a few years hence, must assume the management now in the hands of their seniors, shall have a salutary effect in remedying the unsatisfactory state of things to which I have referred. The land allocated for school-farm purposes in this case does not adjoin the school, but is attached to the teacher's residence at a distance of about a quarter of a mile from the school. Part of it is poor, undrained, clay land, and part bog, in a state of partial reclamation. The total extent is six statute acres, of which three statute acres, at present available for tillage, are to be cropped on a six-course rotation. The school is well attended by pupils, of whom a fair proportion are qualified to receive agricultural instruction, so that a fair average attendance can be maintained in the "agricultural class."

*Williamstown Agricultural School, County Galway.*—This school is located close to the village of Williamstown, about nine statute miles S.W. of the Ballymoe Station, on the Great Northern and Western Railway. The land intended to be cultivated as a model farm immediately adjoins the school. It consists of nine statute acres of medium clay soil, on which considerable improvements in the way of levelling and fencing have been effected since it came into the teacher's possession. It is proposed to cultivate eight statute acres on a six-course rotation, leaving about one statute acre, which is quite unsuitable for tillage, in permanent pasture. The office accommodation is at present rather limited, but the teacher is prepared to enlarge it to the required extent. I have every reason to hope that the agricultural department

now established here will be efficiently and successfully conducted, and as it is the only institution of this kind existing within a radius of twelve statute miles, it cannot fail to prove useful in a district inhabited by small farmers, and affording the widest scope for agricultural improvement.

*Appendix F*  
Reports on  
Agricultural  
School  
Farms.

*M. Bregon,*  
*esq.*

*Kilmees Agricultural National School, County Mayo.*—This school lies about six statute miles W. of Ballaghaderreen. The land connected with it for industrial purposes is but a short time in the possession of the teacher; but in this brief period he has effected considerable improvement on it, besides erecting a substantial and respectable residence for his family, and also farm offices for the accommodation of the live stock of the farm. The total extent of the farm is eight statute acres, of which five are to be cultivated on a five-course rotation, and three acres, not well adapted for tillage, are to remain in permanent pasture. Though a considerable amount of improvement has already been effected on the land much yet remains to be accomplished in clearing the upland of stones so as to obtain a sufficient depth of active soil, and in draining, liming, and otherwise improving the peaty portion. From the large attendance at the literary school an agricultural class of large dimensions can be maintained, and from the backward state of agriculture existing in this district at present, and the wide field that lies open for agricultural improvement, I expect the most satisfactory results from the future operations of the agricultural department now established here.

*Cultibo Agricultural School, County Mayo.*—This school is situate about four statute miles S.W. of the village of Kiltinaugh. It does not stand on any leading thoroughfare, but though rather difficult of access, it stands in the centre of a pretty densely populated district, in which the farms are generally small, and the system of farm management pursued affords ample scope for improvement. The land to be worked as a model farm immediately adjoins the school, and is permanently connected with it as portion of the site originally granted for school purposes. As there were no live stock nor farm offices at the date of my visit, I only recommended it *conditionally*, the payment of agricultural salary to be made contingent on the existing defects being properly remedied within a reasonable time. The teacher has undertaken to erect the necessary farm offices; and as the proprietor of the land is also the manager of the school, and appears to take an active interest in the work of agricultural improvement amongst his tenantry, I expect he will afford effective co-operation to ensure the successful working of the agricultural department in this case.

*Carrikkboy Agricultural School, County Donegal.*—This school stands within the town of Ballyshannon, in that portion of it which lies on the south side of the river Erne. Though it is a town school, a large proportion of its attendance is drawn from the *rural* districts. The land connected with it is very suitable for the purpose of a model farm, as it occupies a very conspicuous position on the public road leading to Bundown and Sligo, while it lies so convenient to the school as to be at all times available for the practical instruction of the pupils. It is only a short time since the teacher obtained possession of this land by purchasing the "tenant-right" of its former occupant, and in this brief space he has effected such extensive and judicious improvements in levelling, clearing of stones, and reclaiming waste portions, as to fully establish his claim to be regarded as an *agricultural improver*. There exists suitable office accommodation, and every facility for working the land effectively, and exhibiting a complete and effective example of small farm management. The area available for tillage operations is  $2\frac{1}{2}$  statute acres, and

Appendix F.  
Reports on  
Agricultural  
School  
Farms.

M. Brough,  
esq.

this is to be cropped on a four-course rotation. The number of pupils who are qualified to receive agricultural instruction in this school is pretty large, and at a second visit which I made before the close of the year I found that a very fair amount of progress had been effected in imparting agricultural instruction to the more advanced pupils enrolled in the agricultural class. I have no hesitation in stating that this school will prove a useful acquisition to the agricultural department.

*Killybegs Agricultural School, County Donegal.*—This school stands within one mile of the little seaport town of Killybegs, on the northern shore of Donegal Bay. It is the only establishment of its class as yet in operation in this district. It embodies in its organization all the elements of future success, which only require to be brought into proper working order to ensure the most satisfactory results; and, as the teacher appears highly qualified for his office, and seems well disposed to receive and carry into practical effect the suggestions submitted for his guidance, there does not appear to be any probability of failure or inefficiency. The farm, which contains  $3\frac{1}{2}$  statute acres, is in need of some improvement in the way of drainage, and clearing of stones; but when these improvements have been effected, it promises to become very productive. It is to be cropped on a five-course rotation, half an acre near the farm steading being left in a permanent pasture, as an exercise ground for the cattle. The attendance at the school will enable the teacher to organize and maintain an agricultural class of fair average number; and I expect at my future visits to find a satisfactory amount of progress and proficiency in this department of instruction.

The changes that have taken place in this class of agricultural schools during the past year are as follows:—

Transferred to class of "School Gardens,"	1
Suspended for non-compliance with suggestions left for improvement,	2
Suspended in consequence of resignation of teacher and neglect of appointing a duly qualified successor,	1

The change from the class of "ordinary" to that of school-gardens occurred in the case of the Castlefin School, County Donegal, in consequence of the teacher being deprived of the land which he cultivated as a model farm. As he had a suitable garden lying quite close to the school, and was willing to have it managed in the way required to make it serve the purpose of affording practical industrial instruction to the pupils of the agricultural class, and as the latter is very largely attended, and making satisfactory progress, I thought it much better to recommend that the proposed change should be officially sanctioned, than that a school capable of diffusing industrial intelligence to such an extent, should become entirely inoperative for that purpose.

Of the three "suspended" cases, I expect two will be again brought into operation; but as the land was subsequently taken possession of by another party, in the case in which the teacher had resigned and removed to another situation, I think it unlikely that it will be again brought into operation as an agricultural school.

All the agricultural schools of this class that have been sufficiently long in operation to have attained a due degree of organization, continue to be conducted, on the whole, with fair average efficiency, and in many instances with the most marked and signal success; and their usefulness in promoting inquiry and improvement in their respective localities is becoming more generally recognised and admitted.

*School Gardens.*—The number of schools of this class in which the practical industrial instruction is confined to the most approved and economic culture, and cropping of a kitchen garden, while the theoretic instruction in the school embraces the general routine of modern hus-

bandry, the same as in the other classes of agricultural schools, the text-books used for this purpose being the same in all, has been increased by four, as already stated. Of this increase three are located in towns, to which this kind of industrial instruction is best suited, and the fourth is in a rural district. In the latter case, I have been in communication with the manager, with the object of having a "school farm" substituted for the "school garden," as being more in accordance with the industrial requirements of the locality, and I have reason to hope that my suggestion in this respect will be carried into effect.

Of the older established school gardens, those at Glasnevin, near Dublin, and Loughglynn, county Roscommon, are the most important and are therefore deserving of some special notice.

*Glasnevin School Garden.*—This institution continues to work quite as successfully as heretofore, in respect to the training and instruction of the pupils in improved industrial knowledge. As regards the financial result of its operations, however, I regret to state that the past year shows a falling off as compared with the result of the previous year, 1869. This falling off was occasioned by circumstances beyond the teacher's control, and cannot be attributed to any want of energy or attention on his part. The loss of a pig by disease, and the failure of the turnip crops, even after repeated sowings, fully accounts for the deficiency exhibited in the "Balance Sheet" for the past year, as compared with that for the previous year.

The following is the Balance Sheet for the past year:—

BALANCE SHEET OF GLASNEVIN INDUSTRIAL SCHOOL GARDEN, worked for the account of the Commissioners. Extent, 1A. statute.

Dr.	£	s.	d.	CONTRA.—Cr.	£	s.	d.
To amount paid for Labour, . . .	20	1	7	By amount received for vegetables sold, . . .	47	8	3
" Seeds and manures, . . .	6	7	0	" amount received for pigs sold, . . .	25	2	6
" Plgs and pig feeding,* . . .	16	19	2½				
" Implements, . . .	0	1	0				
" Miscellaneous Expenses, . . .	1	7	6				
" Year's rent, . . .	5	0	0				
" Balance being gain, . . .	23	13	9½				
Total, . . .	£72	10	9	Total, . . .	£72	10	9

The pupils' allotments in connexion with this school continue to be managed with due efficiency and economy; and the pecuniary results of their working during the past year approximate very closely to those realized for the previous year, as will be seen from the following return:—

\* A portion of the food consumed by the pigs is the gift of the Training Establishment, for which no charge is made.

Appendix F. RESULTS of WORKING of PUPILS' ALLOTMENTS at GLASHNEVIN SCHOOL GARDEN, for year ended 31st December, 1870.

Reports on  
Agricultural  
School  
Farm.

M. Duggan,  
esq.

Allocation.	Area.	Cultivator.	Total Expenses.	Total Receipts.	Total Profit.*	Acres Per Acre.
	Stat. perches.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
A,	12	David Orr,	0 14 10	3 1 4½	2 7 3	31 13 7
B,	11	Wm. Orr,	0 16 10	3 7 10	2 1 2	30 6 9
C,	11	William Tallant,	0 16 8	3 2 2	1 16 5½	26 16 3
D,	12	James Tallant,	0 16 3½	3 7 4½	2 1 2	27 8 10
E,	10	Henry Simonds,	0 14 1½	2 14 3½	2 0 10½	32 14 0
F,	10	Pet Fenehan,	0 14 2	2 10 7	1 17 7½	30 2 0
	66	Total,	4 11 11	18 3 7½	12 4 11½	average 29 9 0

*Loughglyn Industrial School Garden.*—The industrial department connected with the Loughglyn National school continues, as far as I can observe, to be conducted with unimpaired efficiency. I inspected it three times during the past year, and on each occasion I was well satisfied with the creditable manner in which the school-gardens were managed, and with the proficiency of the pupils in the industrial department of their instruction. The number of cultivators of "home allotments," is not, however, so well maintained as in former years; but this falling off will, I trust, prove but temporary. I was not present at the annual exhibition and award of prizes, held in October last, but Mr. Baldwin attended on behalf of the Commissioners, and will, I presume, give full details of the results in his general report.

*Agricultural Pupils.*—The division of the pupils receiving agricultural instruction in the National schools into three classes—Boarders, or intern pupils, day pupils forming the Agricultural Class, and working pupils forming the Industrial Class—still continues to be observed. The attendance of boarders is not so well maintained as might be expected. This class of pupils is received into only eight of the first class or "Model" Agricultural schools, under my inspection, and the total number of agricultural boarders in these eight schools at the close of the past year was only twenty-two, or but an average of 2·5 to each school. Nearly the half of the entire number were in the Loughsho Agricultural School, which, apart from its being so long established, and so well known to the public in the North of Ireland, attracts a more than average number by its extremely moderate charge for maintenance. As I have fully explained the causes of this low and unsatisfactory attendance in my previous annual reports, it is unnecessary now to repeat them. I expect, however, that with the stimulus to agricultural improvement which is already becoming apparent from the important legislative changes in the laws affecting the tenure of land in Ireland, will come an increasing desire for obtaining that improved industrial knowledge without which the work of agricultural improvement cannot be economically or successfully conducted. Knowing how much the maintenance and instruction of this class of pupils costs the State, I continue to devote strict attention to their progress, which I carefully test at intervals by both oral and written examinations. The following tabulated returns will show the amount of proficiency exhibited by this class of agricultural pupils at the last "written examinations," held for the past year in the three principal schools in my district, to which such pupils are now admitted:—

\* This profit is the return to the pupil for his labour in the cultivation of his allotment, the work being entirely performed by himself, and no hired labour being employed.



RETURNS OF ANSWERING OF AGRICULTURAL BOARDERS AT WRITTEN  
EXAMINATIONS FOR YEAR 1870.

(NORTHERN DISTRICT.)

Appendix F.  
Reports on  
Agricultural  
School  
Farme.

M. Drogen,  
csp.

Agricultural School.	Pupil's Name.	Per- centage Value of An- swering	Literary Character of Answering.		
			Pennan- ship.	Spelling.	Punctua- tion.
Athy, . . . {	Herbert Holt, . . .	83	Middling.	Bad.	Defective.
	Charles Chundillon, . .	79	Fair.	Tolerably correct.	Fair.
	William Phillips, . .	75	Middling.	Correct.	do.
	Average . . .	79			
Kilkenney, . . {	William C. Goreaghty, . .	84	Middling.	Correct.	Fair.
	John Brannack, . .	80	Fair.	do.	do.
	William Walpole, . .	59	do.	Tolerably correct.	Defective.
	Average, . . .	74.3			
Lough Ashie, . . {	Matthew Stobie, . .	70	Middling.	Correct.	Fair.
	Joseph Clarke, . .	65	do.	Incorrect.	Defective.
	Michael O'Callaghan, . .	63	do.	do.	do.
	John McLaughlin, . .	58	do.	Very incorrect.	do.
	Thomas McPeckly, . .	57	Fair.	Incorrect.	do.
	Michael Carten, . .	57	Good.	Correct.	Fair.
	Richard E. Hamilton, . .	49	Middling.	do.	Defective.
	John Devine, . .	42	do.	Very incorrect.	do.
	Thomas Fitzgerald, . .	36	Fair.	Incorrect.	do.
	Neal O'Doherty, . .	10*	Middling.	do.	do.
	Average, . . .	51.3			
	Average of all, . .	60.8			

\* Only a very short time in the School.

In addition to the ordinary oral and written examinations on the various subjects treated of in their agricultural lesson books, I continue to test their capacity for performing such agricultural calculations as it is likely they may find necessary in the future performance of their duties as farmers, or land-stewards. The following are some of the questions proposed during the past year's examinations:—

1. A field of 12A. 3R. 26P. statute, requires to be thorough-drained, the parallel drains to be 18 feet apart, what will be the total and acreable expense, allowing 6d. per lineal perch for opening, and 4½d. per perch for filling and covering in?

2. What will be the expense of cabbage plants at 6d. per long hundred, of six score, to plant a field of 4A. 3R. 20P. statute, at distances of 30 x 15 inches apart; and what return should the crop realize when matured, if sold on the land at 4d. per dozen?

3. In the progress of certain drainage operations it is found necessary to alter the course of a river by making a straight cut for a distance of 54 statute perches, the dimensions of said new cut to be 16 feet wide at top, 10 feet at bottom, and 8 feet deep, what should be the cost of its excavation at 4½d. per cubic yard?

4. What extent of green crop land could be manured at the rate of 25 tons per statute acre, by a heap of farm-yard manure 46 feet long, 22 feet broad, and 8½ feet deep, on an average, allowing each cubic yard to have an average weight of 15 cwt.?

*Appendix F.*

Reports on  
Agricultural  
School  
Farms.

M. Brogan,  
esq.

5. A farmer being desirous to ascertain the acreable produce and value of his potatoe crop before harvesting it, selects an average drill, and on weighing the produce of a statute perch in length of said drill, finds it to yield  $4\frac{1}{2}$  stones; what is the acreable produce and market value of the crop, the drills being 28 inches wide, and the potatoes bringing an average rate of  $3\frac{1}{2}d.$  per stone.

6. A farmer who invests a capital of £850 in his business, finds on balancing and closing his year's accounts, that he has a gain of £325 12s. 6d.; what remuneration does this allow him for his own skill and attention, after deducting £5 per cent. interest on the capital invested?

7. What quantity of drainage tiles will be required to be procured for the drainage of a field of 12A. 1R. 35P. statute, with drains  $2\frac{1}{2}$  feet apart, and what will be the cost of same at 27s. 6d. per thousand?

8. A farmer who has a deposit of £350 in bank, yielding him an interest of 2 per cent. per annum, withdraws it, and invests it in the purchase of 32 head of horned cattle (store animals), for which he takes out pasturage at a rate of £3 15s. per head, for six months, after which he disposes of the entire, at an average price of £15 12s. 6d. per head; how much per cent. extra profit does this return on his investment over and above the bank rate of interest?

9. What is the probable contents of a pile of roots 116 feet long, stored against a wall, and the section of which is a right angled triangle 4 feet wide at bottom, and 5 feet high, allowing  $8\frac{1}{2}$  cwt. to the cubic yard, and how long should it suffice for the consumption of 6 stall-fed cattle, allowing 10 stones of roots daily to each animal?

10. What should be the expense of constructing a new quick-set fence 46 statute perches long, at the rate of 2s. 4d. per perch for labour, and thorn quicks laid 15 inches apart, at a cost of 5s. 6d. per thousand?

11. A field of clay land in preparation for wheat requires to be limed at the rate of 60 barrels per acre; what will be the cost of such liming, the area of the field being 8A. 0R. 36P., the lime costing 10d. per barrel at the kiln, and 3d. per barrel for drawing and spreading?

12. How long should a rick of hay measuring 10 feet wide at bottom, 12 feet at widest part, and  $1\frac{1}{2}$  feet at top, the total height being 14 feet, and the height of the bottom section being 8 feet, suffice for the consumption of three farm horses at  $1\frac{1}{2}$  stones per day each, allowing each cubic yard of the hay to weigh  $1\frac{1}{2}$  cwts.?

*"Agricultural Class" Pupils.*—The number of day pupils receiving agricultural instruction in the various classes of agricultural schools, in my district, has been considerably increased during the past year. The increase of pupils on the rolls of the agricultural classes is over 300, and the increased daily average attendance is close on 200, thus giving an average of twenty on rolls, and of thirteen one-third daily average attendance to each of the fifteen new schools received into connection with the agricultural department during the past year. I have every reason to feel satisfied with the amount of attention devoted to their agricultural instruction, and the degree of proficiency attained in it in the great majority of cases; and it is only in a few backward localities where the school attendance happens to be of a very irregular and unsatisfactory character, or the classification is so low as to afford very little material for the formation of an intelligent agricultural class, that there exists any tangible ground of complaint as to low and unsatisfactory proficiency. It is not expected that in those schools where agriculture is but an incidental and secondary element of instruction, attended to but for the very brief space of half an hour daily, the pupils can be perfected in every detail of improved farm management, nor is

such a futile and impracticable object aimed at. It is only attempted to inculcate correct and rational ideas on the *leading principles* of land improvement and farm management, and to impress on their youthful minds the importance and advantage of bringing the *most improved intelligence* to bear on the labours of the husbandman. When this is accomplished in due season, and before the mind becomes confirmed in old habits and prejudices, they will be prepared to apply their intelligence on all necessary occasions in after life, and will go on *enquiring, learning, and constantly extending* the sphere of their industrial knowledge. The greatest defect in the industrial qualifications and character of the great majority of Irish farmers of the present day is that they are mere *imitators*, working as it were by *instinct*, and not *thinkers* acting under the guidance of *reason and intelligence*. This defect the operation of the agricultural school system will remove from the minds of the youth of all classes who attend to the instruction imparted through its agency; and should it accomplish nothing further, it will still have rendered essential and important service in elevating our agricultural industry to a more creditable and successful position than it occupies at present, and in developing the neglected resources of our soil, which are too often permitted to lie inert and unproductive, less from want of capital than from want of intelligence and enterprise.

Appendix F.  
Reports on  
Agricultural  
School  
Farms.  
—  
M. Brogan,  
esq.

I remain, gentlemen,

Your very obedient servant,

M. BROGAN, Inspector of Agricultural Schools.

The Secretaries, Education Office, Dublin.

As the connection between agriculture and meteorology—between climate and vegetation, is most intimate, I consider it may be useful to append the following "Returns of rain-fall" for the last year (1869), for which the data of such return has been supplied. A similar return has been appended to my annual reports for several years past, but, owing to the very early date at which the report was required to be furnished last year, the particulars could not be procured in time to appear in that report.

RETURN of RAIN-FALL at some of the most important Stations in Ireland during the year 1869.

Location.	Station of Observation.	County.	Rain-fall in 1869.	
			Total Depth in inches.	Days on which "11 inches of rain fell.
North Coast, . . .	Londonderry.	Londonderry.	39.75	Not given.
South " Coast, . . .	Garvagh.	"	40.0	209
" " " " " " " "	Cork	Cork.	40.36	180
East " Coast, . . .	Waterford.	Waterford.	37.40	193
" " " " " " " "	Belfast.	Astrim.	39.67	175
" " " " " " " "	Dublin.	Dublin.	27.66	185
" " " " " " " "	Wexford.	Wexford.	33.66	134
West " Coast, . . .	Valentia.	Kerry.	54.65	249
" " " " " " " "	Galway.	Galway.	53.19	224
" " " " " " " "	Sligo.	Sligo.	40.31	179
Island " Stations, . . .	Armagh.	Armagh.	29.64	156
" " " " " " " "	Junistown.	Kilkenny.	38.23	181
" " " " " " " "	Parsonstown.	King's.	35.56	182
" " " " " " " "	Killaloe.	Clare.	50.67	229
Average, .			39.45	190.5

*Appendix F.* No. 3.—REPORT ON AGRICULTURAL SCHOOLS inspected during the year 1870, by WILLIAM BOYLE, Esq.

Reports on  
Agricultural  
School  
Farms.

Munster Farm,

Cork, 28th February, 1871.

*William  
Boyle, esq.*

GENTLEMEN,—I beg to submit the following report on Agricultural Schools, inspected by me during the year 1870.

The schools of all classes in my district, comprising the provinces of Munster, and part of the county Kilkenny, now number 33, being an increase of one over the previous year; and there is an application for an agricultural department at another school, which is at present under the consideration of the Commissioners.

I inspected 26 of these schools three times, and 8 twice during the year; and all would have been inspected three times by me, but as Mr. Baldwin inspected these 8 schools in the latter part of the year, my third visit was not deemed necessary. The work of inspection and assisting at the annual valuations of stock, &c., at the principal model farms, occupy nearly half my time, at intervals; and in my absence from this establishment the work of the farm, with the agricultural instruction to pupils and pupil-teachers, is carried on by my assistant.

These 33 schools are situated in the following counties, viz. :—

- 9 in Clare,
- 8 " Cork,
- 4 " Kilkenny,
- 3 " Waterford,
- 4 " Limerick,
- 3 " Kerry, and
- 2 " Tipperary.

The "application case" is from the latter county.

The schools are classified as under :—

- 9 first-class, under the exclusive management of the Board;
- 5 first-class, under local management; and
- 19 ordinary agricultural schools under local management.

The number of first-class schools, in both sections, remains the same as at the close of 1869; and the ordinary agricultural schools have been increased from 18 to 19 (one struck off and two taken on).

As the balance-sheets and detailed statistics, &c., of the farms attached to these schools have been forwarded to the Education Office, to be checked and approved of, and are dealt with in the general report of the Superintendent of the Agricultural Department, and in the appendices, it appears unnecessary that I should repeat them here; but I give the balance-sheet of the Munster farm which is under my immediate management.

In my report for 1869 I referred to each class of schools separately—giving the names, post-towns, and the quantity of land attached to each school; and it will be convenient, for reference, &c., to take them in the same order in the present report.

[TABLE

**L.—FIRST-CLASS AGRICULTURAL SCHOOLS UNDER THE EXCLUSIVE  
MANAGEMENT OF THE COMMISSIONERS.**

Appendix F.

Reports on  
Agricultural  
School  
Farms.Williams  
Bayle, esq.

	Post-town.	Land attached. Acres.
1. Munster Agricultural School, . . . . .	Cork, . . . . .	126
2. Mungret " . . . . .	Limerick, . . . . .	71
3. Farraby " . . . . .	Kilberrery, . . . . .	49
4. Gormanstown " . . . . .	Ardfinn, . . . . .	47
5. Mount Trenchard " . . . . .	Foynee, . . . . .	30
6. Glandore " . . . . .	Rosscarberry, . . . . .	24
7. Tervoe " . . . . .	Clarina, . . . . .	23
8. Derrycastle " . . . . .	Killalee, . . . . .	18
9. Dumanway " . . . . .	Dumanway, . . . . .	12
		<hr/> 400

*Munster Agricultural School and Farm.*—The boarding class was well attended during the year, the number of entries exceeding those of any previous year since the establishment was opened for pupils in 1859.

The number of distinct pupils was, . . . . .	26
" pupil-teachers, . . . . .	13

Total distinct boarders for the year, . . . . . 39

The following tables give the particulars :—

No.	Name.	Date of Admission.	Date of Leaving.	Destination.
<b>AGRICULTURAL PUPILS.</b>				
1	F. Moxley, . . . . .	1st October, 1868, .	1st October, 1870, .	At business in Cork.
2	William Griffith, . . . . .	30th Nov., 1868, .	30th June, 1870, .	Passed for Glasnevin.
3	R. Barry, . . . . .	29th April, 1869, .	26th July, 1870, .	Farming at home.
4	F. Donnelly, . . . . .	18th June, 1869, .	30th June, 1870, .	Passed for Glasnevin.
5	W. Geraghty, . . . . .	39th August, 1869, .	"	Went to Glasnevin.
6	Joseph Smith, . . . . .	3rd January, 1870, .	At Farm, 31/12/70, .	—
7	R. Acheson, . . . . .	"	"	—
8	George Ward, . . . . .	14th January, 1870, .	21st May, 1870, .	Steward for Lord Arran; called home on his father's death.
9	N. Reilly, . . . . .	9th February, 1870, .	30th June, 1870, .	Passed for Glasnevin.
10	T. Lane, . . . . .	1st March, 1870, .	At Farm, 31/12/70, .	—
11	D. Mitchell, . . . . .	9th March, 1870, .	30th June, 1870, .	Passed for Glasnevin.
12	H. Harding, . . . . .	11th March, 1870, .	At Farm, 31/12/70, .	—
13	Edward Beecher, . . . . .	14th March, 1870, .	"	—
14	Thomas Drislane, . . . . .	18th March, 1870, .	16th Dec., 1870, .	Passed for Glasnevin.
15	Edward Phelan, . . . . .	26th March, 1870, .	27th June, 1870, .	Home.
16	Michael O'Brien, . . . . .	7th April, 1870, .	At Farm, 31/12/70, .	—
17	G. Malone, . . . . .	10th May, 1870, .	19th July, 1870, .	Farming at home.
18	Thomas Heffernan, . . . . .	7th June, 1870, .	At Farm, 31/12/70, .	—
19	H. Browne, . . . . .	13th June, 1870, .	"	—
20	William Bolster, . . . . .	2nd August, 1870, .	"	—
21	George Harker, . . . . .	1st September, 1870, .	"	—
22	L. Butler, . . . . .	29th Sept., 1870, .	"	—
23	P. Donovan, . . . . .	4th October, 1870, .	"	—
24	T. Desmond, . . . . .	10th October, 1870, .	"	—
25	J. Kanasfeck, . . . . .	13th October, 1870, .	"	—
26	R. Coghlan, . . . . .	29th October, 1870, .	3rd December, 1870, .	Home in ill health.

In my report for 1869 I was able to give a favourable account of the conduct of the pupils, and their attention to their studies and outdoor work; and I am glad that I can give an equally favourable report of the class for the past year.

Their proficiency was fairly tested by the competition for free places at Glasnevin, where several of the pupils from this establishment succeeded in obtaining high places at the entrance examination.

*Appendix F.* The following is a list of the pupil-teachers in residence during the year, and who received agricultural instruction :—

Reports on  
Agri-  
cultural  
School  
Farms.  
  
William  
Boyle, esq.

No.	Name.	Date of Admission.	Date of Leaving.	Observations.
1	P. Desmond, . . .	25th May, 1869, .	25th May, 1870, .	—
2	D. McGauran, . . .	17th August, 1868, .	—	At Farm, 31/12/70.
3	D. McCarthy, . . .	14th Sept., 1868, .	20th August, 1870, .	—
4	William Parr, . . .	16th Sept., 1868, .	6th August, 1870, .	—
5	M. Molloy, . . .	8th February, 1869, .	—	At Farm, 31/12/70.
6	R. Mulholland, . . .	22nd March, 1869, .	3rd Sept., 1870, .	—
7	James O'Sullivan, . . .	20th May, 1869, .	—	At Farm, 31/12/70.
8	John O'Connor, . . .	23rd January, 1870, .	—	—
9	James Hetherington, . . .	8th February, 1870, .	—	—
10	J. Maloney, . . .	22nd Feb., 1870, .	—	—
11	D. Finnegan, . . .	1st June, 1870, .	—	—
12	J. Brennan, . . .	1st Sept., 1870, .	3rd Nov., 1870, .	—
13	N. Walsh, . . .	—	—	At Farm, 31/12/70.

The pupils receive agricultural instruction for an hour each morning in the week, and the pupil-teachers for half an hour on five evenings of the week. The latter are taken over the farm occasionally in order that the practical operations may be fully explained to them.

*The Farm.*—The land here being "light" the very warm summer of 1870 was not favourable for the growth of several crops. The grain crops were short in straw, but the produce was fair, especially of barley, which is the principal cereal grown on this farm. Of the green root crops, mangels, carrots, and kohlrabi, produced a fair average return; but turnips of all descriptions were much below an average. Notwithstanding the unfavourable season the samples of farm produce (about 20 lots) sent to the annual exhibition at the Albert Institution in December last were awarded the 2nd prize. In 1869 the "collection" from this farm obtained the 1st prize. I never permit the forcing of specimens for exhibition; and I would hope that such a practice will be prohibited at all the farms under the Commissioners; and that garden crops will not be accepted as farm produce.\*

*Beet Root.*—This crop, to which a good deal of public attention is now directed, was tried here last year (and a little had also been grown in 1869) with satisfactory results, so far as the acreable produce may be considered a success. The important point, however, to be ascertained in connexion with this "new industry" for Ireland, is the *per centage of available sugar* yielded by the crop in several districts throughout the country; and if this point should be fairly and satisfactorily established there is little doubt but a sufficient weight per acre can be produced—at least in the south-eastern portion of the island—to make the crop remunerative.

The following Table gives the particulars of this crop for 1870 :—

Variety.	Date of Sowing.	Mode of Sowing.	Manure per Statute Acre.	Produce per Statute Acre.	Observations.
1. Improved Electoral.	20th May.	In drills, 16 inches wide, 8 between plants in drill.	15 tons Farm-yard Compost.	Tons, Cwt., Lb. 21 7	Like No. 3 in every respect.
2. Improved Villmaria.	"	"	"	9 10	Small foliage, inclined to a yellow colour.
3. Improved Imperial.	"	"	"	10 0	Like No. 1.

\* It frequently happens that specimens of turnips, mangels, cabbages, &c., are grown in gardens and are passed off as "farm produce." This practice, and the still more reprehensible one of "cooking" specimens specially for exhibition, should be discountenanced by all parties interested in root shows, whether public or private.

A sample from each of these lots was forwarded to the exhibition at Glasnevin in December, with other specimens of farm produce, and for analysis subsequently; and as sugar beet was grown at several other model farms in 1870 the per centage of sugar from each set of specimens will form an interesting return.

The live stock were quite free from disease during the year, as in 1869. The breed of cattle is being systematically improved; the best heifer calves are kept over, and crossed by a purely-bred short-horn bull; and by following this course judiciously a very good class of cattle may be calculated on in a few years.

A flock of about 50 breeding ewes is kept. The lambs are sold in May and June. The "culled" ewes are sold off fat in autumn and replaced by fresh stock.

The farm is improving in condition and appearance, and when some necessary permanent improvements will have been completed, and the tillage portion of the land still better cleaned, it will be in a position to bear inspection.

The financial results of the past year's management may, I think, be considered satisfactory—the profit being about £140—taking into account how this land is affected by an unusually dry and warm summer like the past, as already explained.

#### BALANCE SHEET of the MUNSTER FARM for 1870.

Dr.—FARM.	£	s.	d.	CONTRA—CR.	£	s.	d.
To amount of Valuation, 1st February, 1870, . . . . .	1,249	18	10	By amount received for barley, . . . . .	286	16	0
" " rent (11 months),* . . . . .	201	18	4	" " " oats, . . . . .	43	6	0
" " outstanding debts, . . . . .	35	0	6½	" " " potatoes, &c., . . . . .	21	14	4½
" " paid for cattle and sheep, . . . . .	282	0	2	" " " cattle, . . . . .	183	6	0
" " paid for seeds, . . . . .	39	4	7	" " " horses, . . . . .	26	10	0
" " manures, . . . . .	40	1	0	" " " sheep, . . . . .	140	10	5
" " feeding, . . . . .	53	16	10	" " " pigs, . . . . .	51	12	11
" " labour and wages, . . . . .	153	9	6	" " dairy produce, . . . . .	106	9	3½
" " implements and repairs, . . . . .	22	1	8	" " service of sires, . . . . .	9	6	0
" " smith work—horse-shoeing, &c., . . . . .	7	9	8	" " miscellaneous receipts, . . . . .	0	15	11
" " miscellaneous expenses, . . . . .	7	5	5½	" " valuation, 31st December, 1870, . . . . .	1,179	14	0
" " balance, for gain, . . . . .	143	17	11	" " outstanding debts, . . . . .	40	16	8
				" " permanent improvements done within the year, . . . . .	16	18	3
				ESTABLISHMENT EXPENSES.			
				By amount for pumping water for training department, . . . . .	14	19	0
				" " keep of donkey for taking supplies from Cork, &c., . . . . .	6	0	0
				" " keeping grounds, borders, avenues, &c., in repair, and cost of shrubs and plants, . . . . .	17	4	4
	£2,235	19	10		£2,235	19	10

\* The date of the annual valuation at this farm, for some years past, was February 1st; but as the Commissioners changed the date for valuations at the Model Farms to December 31st (commencing with last December), rent for eleven months only is chargeable to this farm for 1870, as January in that year was included in the previous year's rent.

*Limerick Agricultural School and Farm.*—The boarding class here was not so largely attended as usual during the past year. The number of distinct agricultural boarders was 16; number of pupil-teachers, 10; day scholars receiving agricultural instruction during the year, 32; total number of pupils receiving agricultural instruction in 1870, 58.

The boarders made fair progress for the time spent at the establishment, and the agricultural class in the "day school" appeared to be well instructed.

Appendix F.  
Reports on  
Agricultural  
School  
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Boyle, esq.

## Appendix F.

Reports on  
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Farms.

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In my report for 1869 I referred to the excellent accommodation at this establishment for agricultural boarders, and to the attention paid to their domestic comfort and management. The furniture, however, was deficient, and the bedding in the pupils' dormitories in very bad condition during the whole of 1870, and it appears that several applications were made during the year to the Board of Works to have these defects remedied, but that nothing had been done in the matter up to the close of the year.

*The Farm.*—The out-door department was well managed during the year, and the crops fair for the season, except a portion of the turnip crop and part of the grass land, which suffered from the great drought on those divisions of the farm where the limestone rock comes near the surface.

The balance-sheet shows a profit on the farm of £86 for 1870, or at the rate of about £1 5s. per statute acre over the whole area of 70 acres.

As the land here is improving in condition yearly, I have no doubt but that larger profits will be made than have hitherto appeared to the credit of the farm.

*Gormanstown Agricultural School and Farm.*—There were 50 distinct pupils in the agricultural class of the day-school on the farm during the year, and their answering at each inspection was very creditable. There were no agricultural boarders here in 1870.

*The Farm.*—The Commissioners resumed possession of this farm on the 31st of March, 1870, and in September the agriculturist, who had rented it from the Commissioners for several years, was removed to Derrycastle, the manager of the latter establishment taking charge at Gormanstown.

The cultivation of the farm was fairly attended to, but a large portion of it is in poor condition, and, although naturally good sound land, it will take some years of skilful management to put it in good order. Under the circumstances, a favourable balance-sheet could not be expected on this occasion, and the accounts show a loss of £12 for the nine months ending 31st December, 1870.

*Mount-Trenchard Agricultural School.*—The arrangements for agricultural education here are peculiar and exceptional. There is no day-school on the farm, nor within two miles of it. Some of the pupils from the two or three schools nearest the farm attend on one day of the week for agricultural instruction, and to work as an "industrial class." The attendance of this class during the year was very irregular and their progress not satisfactory.

The number of distinct pupils who attended during the year was 12; number of agricultural boarders, 3; total pupils instructed in agriculture in 1870, 15.

As it appeared evident that the pupils from the neighbouring schools would not attend at the farm regularly, nor in sufficient numbers for agricultural instruction, I suggested, in my report on this school in November last, that an agricultural class should be organized at each of the three schools nominally attached to Mount-Trenchard, and that the agriculturist should be required to attend to these classes at the schools at fixed times which would not interfere with the literary instruction. In this way a great deal more good could be done than under the present arrangements.

The accommodation for boarders is very good, and the domestic apartments in excellent order.

*The Farm.*—The land attached to this school is managed by the agriculturist for his own account, as he rents it from the Commissioners. He carries out a regular rotation of cropping and keeps a good class of live stock. The land is very fairly cultivated, and the crops for 1870



were a good average. The land, however, is not as free from weeds as it should be. The balance-sheet shows a profit of £38 18s. for 1870. Appendix F.

*Tarvoh Agricultural School.*—There were 48 pupils in the agricultural class of the day school during the year, whose answering and progress were very satisfactory. A few of the senior pupils here made a remarkably good examination. There are no boarders at this establishment. Reports on Agricultural School Farms.  
William Doyle, esq.

*The Farm.*—The farm is worked in two divisions. One, the "Belgian" farm, of six acres, the other called the "grass" farm, of eighteen acres. As there is but one set of farm offices for both divisions it is not possible, in my opinion, to keep the feeding, manure, stock, &c., quite distinct, so as to keep accurate accounts of all the items belonging to each division, and to make correct separate balance-sheets, although I have no doubt whatever that every effort is made to arrive at this result.

The farm was well managed during the year, the crops properly cultivated, and the cattle maintained in very good condition on the "Belgian" farm.

The sheep on the "grass" farm did not do so well last year as usual, and it may be necessary to stock this division of the farm with young cattle, as sheep will not continue to do well without a considerable variety and "range" of pasture.

The profit on "Belgian" farm for year was	£50 10 1
The loss on "Grass" farm	16 8 9
Leaving a profit on the 24 acres, of	£34 1 4

*Derrycastle Agricultural School.*—The number of distinct pupils who received agricultural instruction during the year at this school was 27, and the answering at the several examinations was very good, though the ages of the lads were below the average.

There were no agricultural boarders in 1870.

*The Farm.*—The farm was well managed, the tillage good, the crops a fair average, and the live stock maintained in good condition.

The agriculturist was transferred to Gormastown Model Farm on the 1st September, and the manager at the latter establishment replaced him at Derrycastle.

There was a profit of £26 8s. 2d. on the farm for the nine months ended 31st December, 1870.

#### FIRST-CLASS AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT.

These are :—

	County.	Land attached.
1. Cahersherkin, . . .	Clare, . . .	20 acres.
2. Glengarra, . . .	Waterford, . . .	20 "
3. Sallybank, . . .	Clare, . . .	16 "
4. Feakle, . . .	" . . .	14 "
5. Piltown, . . .	Kilkenny, . . .	8 "

*Cahersherkin Agricultural School.*—There were 51 distinct pupils in the agricultural class during the year, who appeared to be very fairly instructed. Their answering was pretty good, and improving at each visit.

There were no agricultural boarders.

*The Farm.*—The farm, garden, and premises are not so well attended to as they should be, but there are indications of improvement on those points. A considerable area of the farm is reclaimable bog, and there has been a good deal of heavy work done on it; and this was, no doubt, to some extent the cause of lessening the attention and labour that should have been given to the arable portion of the land under rotation.

The crops, however, were very fair, and the farm will, I expect, in a short time present a greatly improved appearance.

The balance sheet shows a profit of £5 19s. 4d. for 1870.

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**Agri-**  
**cultural**  
**School**  
**Farms.**

William  
 Boyle, esq.

*Glengarra Agricultural School.*—The number of pupils attending the agricultural class during the year was 36. There was also a "free" boarder at the school. The agricultural instruction is well attended to here, and the answering was very creditable.

*The Farm.*—The farm is improving in condition. The tillage is better, and there is more attention given to the cleaning of the land and the preparation for green crops; but it will take some years' good management to put the farm in proper trim, and in keeping with the school.

The balance sheet shows a profit of £21 6s. 3d. for 1870.

*Sallybank Agricultural School.*—There were 51 pupils instructed in agriculture at this school in 1870. The progress of the pupils was satisfactory, taking into account their ages and the irregular attendance at busy seasons.

*The Farm.*—A portion of the land requires drainage very much, and until this is done the teacher will be working at a great disadvantage. He was permitted to alter the rotation from a five to a four course, and to lessen the tillage so as to be able to afford a better example even on a smaller scale. For so far the change appears to have worked satisfactorily.

The profit on the farm for 1870 was £12 2s. 11d.

*Foakle Agricultural School.*—There were 67 distinct pupils receiving agricultural instruction at this school during the year; and the answering by the senior division of the class was very satisfactory.

*The Farm.*—The farm was well managed, the tillage and cultivation of the crops good, and the live stock in very good condition.

The profit on the farm for the year was £26 17s. 4d.

The teacher, who conducted this school with success for thirty years, died in June last, and was succeeded by his son, who was trained at Glasnevin, and who is a promising and industrious young man.

*Piltown Agricultural School.*—There were 45 pupils in the agricultural class during the year, who were well instructed. The teacher appears to be thoroughly in earnest in instructing his class, and to take more than usual interest in agricultural subjects.

*The Farm.*—The farm and garden here are remarkably well managed and cropped. This establishment, taken in all its departments—school, farm, garden, grounds, &c., affords the best exemplification of the agricultural school system, as designed by the Commissioners, to be found in my district, or, perhaps, in this country. The teacher here, as well as all the teachers on the estate of the noble proprietor, the Earl of Bessborough, receives every necessary encouragement and assistance; but the success of these schools will mainly depend on the ability, energy, and industry of the teachers, and these qualities were brought to bear on the management here by Mr. Cunningham for the last twenty years.

The statistical returns of the agricultural schools and farms referred to above are given in the Appendix to this report, and also the returns from all the other agricultural schools in my district.

#### ORDINARY AGRICULTURAL SCHOOLS UNDER LOCAL MANAGEMENT.

The following is a list of the 19 Ordinary Agricultural Schools in my district, under local management.

The counties in which they are situated, and the quantity of land attached to each, are given in the Appendix to this report.

No.	Name.	No.	Name.	No.	Name.	No.	Name.	No.	Name.
1.	Ballenrass.	5.	Cloamora.	9.	Grange.	13.	Moveen.	17.	Snecm.
2.	Ballygloss.	6.	Dierredaragh.	10.	Kildinan.	14.	Newmarket.	18.	Tullyrin.
3.	Ballysaggart.	7.	Dromandora.	11.	Killacolla.	15.	Parteen.	19.	Whitechurch.
4.	Cloamora.	8.	Freemount.	12.	Lansdowne.	16.	Scropeal.		

\* Nos. 11 and 16 were taken into connexion in 1870, and Lismore School was struck off, for reasons explained in special reports.

*Ballasluogan Agricultural School.*—There were 56 pupils in the agricultural class at this school in 1870. The pupils were fairly instructed in the text books and in farm practice.

The land is improving in condition, and there is more attention paid to the after cultivation of green crops.

The out-offices and garden are not in good order, and a better site for the collection and preservation of manure is required. On the whole there is improvement since the date of my last general report. There was a profit on the farm for the year of £24 0s. 3d. This, however, includes returns from other land which the teacher holds, not in connexion with the school farm, and which in future must be kept quite distinct.

*Ballyglass Agricultural School.*—There were 20 distinct pupils attending agricultural instruction in this school during the year, and their answering was very fair.

The present teacher has only had charge of the school and farm for a short time, and he is steadily improving both departments. The out-offices are not well placed, and badly arranged; but the necessary improvements in this respect will likely soon be made.

There was a profit of £11 18s. 9d. on the farm for 1870.

*Ballysaggart Agricultural School.*—There were 17 pupils instructed in agriculture at this school in 1870. The attendance was very irregular, and the progress was not satisfactory, although the teacher, who is well-qualified to impart agricultural instruction, appears to have spared no pains to produce better results.

The land attached to the school is a hilly moor, in some parts wet from springs, and difficult to bring under ordinary cultivation. With great industry and at considerable expense the teacher has reclaimed about one-third of the 12 acres he holds; and his crops of potatoes, oats, and turnips were very creditable under the circumstances.

The example afforded in the reclamation of such land—of which there is a large area in the district and all over the country, will no doubt be of much advantage to the small farmers around, and ultimately over a wider area through the instruction of the pupils.

The profit on the farm for the year was £7 2s. 3d.

*Clonkeen Agricultural School.*—There were 38 pupils in the agricultural class at this school in 1870, and the senior portion of the class made very creditable answering at each examination.

The land attached to this school has been considerably improved during the past two years. The teacher appears to be very attentive to the agricultural class and in the management of his farm. He tills the land well, and affords a good example in the growth and cultivation of green crops.

The out-offices, though extensive enough, are not well arranged, nor in very good order, but he has recently made some improvements on them.

The balance sheet shows a profit on the year of £10 18s. 4d.

*Clonmore Agricultural School.*—The number of distinct pupils attending the agricultural class at this school during the year, was 32; and their answering and progress fair.

The school farm is one of the best managed and cropped in my district. There is also an excellent example of vegetable cultivation afforded in the small garden attached to the school—a point of great importance, and not at all attended to generally as it should be.

The profit on the school farm for 1870 was £5 6s. 3d.

*Dirreendaraugh Agricultural School.*—There were 54 pupils in the agricultural class of this school during the year. There has been consider-

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*Appendix F.* able improvement in the answering of the pupils since my last general report.

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School  
Farms.

W. W. W. W.  
Boyle, &c.

The school farm has been reclaimed from the "mountain bog and heath" by the teacher, and is very fairly managed and cropped. A rotation of crops is carried out, and a good example of green crop cultivation is afforded. There has been some difficulty in growing "artificial grasses" to keep up a rotation; but this is being gradually overcome as the land is improving in condition and texture. The offices, and the arrangement for collecting and preserving manure, are not so good as is desirable, but some improvements have been made under these heads recently.

The profit on the farm for 1870 was £15 15s.

*Dromaulcora Agricultural School.*—There were 28 pupils in the agricultural class during the year. The attendance was most irregular, and the progress of the class not satisfactory.

The land, which is a considerable distance from the school, is very fairly managed. A rotation is carried out, and the cultivation and crops pretty good. The offices, yards, and premises were not in good order.

The profit on the farm for the year was £21 3s. 9d.

*Freemount Agricultural School.*—There were 32 pupils attending agricultural instruction in this school during the year, and although their progress was rather below an average there was considerable improvement on that of the previous year.

The school farm is very well managed and cropped, and the land is improving in condition, and is better cleaned. A rotation is carried out, and there is a good example of green crop cultivation afforded.

The balance-sheet shows a profit of £30 14s. 11d. for the year.

*Grange Agricultural School.*—There were 29 pupils in the agricultural class here during the year whose progress was satisfactory.

The school farm has been very much improved by the present teacher, who has had charge of the school and farm only since November, 1868, when he took it up in rather poor condition.

The small garden and grounds around the school are cropped and kept very creditably. The out-offices are not sufficient, and are badly placed, as they were not originally intended for farm purposes; but it is expected that the desired improvements in this respect will shortly be effected.

The profit for 1870 was £7 14s. 7d.

*Kildinan Agricultural School.*—There were 24 pupils attending the agricultural class here during the year. The attendance was very irregular, and the progress of the pupils not good. The boys who are able to work are taken from school at all the busy seasons, and the pupils being almost exclusively of the farming class, the attendance is quite uncertain, and it is very difficult for the teacher, under such circumstances, to show very favourable results.

The farm is well cultivated. Eight of the eleven acres attached to the school have been reclaimed from "moor and heath" by the teacher and his family, over a space of twenty-six years; and the result "speaks volumes" for his industry and perseverance under very great difficulties.

There was a profit of £20 0s. 9d. on the farm in 1870.

*Killacolla Agricultural School.*—This school was taken into connexion with the agricultural department in 1870. The number of distinct pupils receiving agricultural instruction during the year was 44, and their answering was creditable, especially on the text books.

The farm has not been in good order for some time past, but the

present teacher appears to be willing and able to manage it properly, and I expect it will soon present an improved appearance. The out-offices were defective, but preparation has already been made to improve them and the premises generally.

The profit on the farm for the year was £8 19s. 6d.

*Lansdowne Agricultural School.*—There were 35 pupils in the agricultural class during the year very fairly instructed in the text books; but they were not sufficiently acquainted with the proceedings on the school farm.

The land is very well managed and cropped. The green crops were particularly good, and a prize was awarded for a collection of produce from this farm at the "Lansdowne Estate Show" held in Kenmare.

The profit on the farm for 1870 was £18 3s. 2d.

*Mosney Agricultural School.*—There were 35 pupils attending the agricultural class here during the year; the answering was pretty good, and progress fair.

The land attached to this school is in two sections some distance apart. The larger division, about seven acres, is clay soil, rather difficult to labour; the smaller division, about four acres, is boggy land. For several years a rotation of crops was carried out on the clay land, and the bog portion pastured; but the teacher, finding labour expensive, and not easily obtained at the time required, requested permission to carry out a rotation on the bog division, and to lay down the clay land to pasture. The change was sanctioned by the Commissioners, and for so far it promises to work well.

The balance-sheet shows a profit in the farm for the year of £20 18s. 7d.

*Newmarket Agricultural School.*—This school has a very large attendance, and the pupils are above the average age. There were 53 boys receiving agricultural instruction during the year, whose progress, on the whole, was very fair, and the answering creditable. Ten of the senior boys made a very satisfactory examination.

The farm was fairly managed, the crops above average, and live stock maintained in good condition. The offices are not suitable, but the teacher is negotiating arrangements with his landlord, which, when completed, will enable him to erect new offices in a better position. The houses, yard, and premises are not kept as well as they should be; but I look forward to much improvement in those points.

The balance-sheet shows a profit of £9 14s. on the farm for the year.

*Parteen Agricultural School.*—There were 36 pupils in the agricultural class at this school during the year. The answering was better than in the previous year, and continues to improve. The small farm attached to the school is well managed. The crops are well cultivated, and the produce superior.

The balance-sheet shows a profit of £1 2s. for the year. This profit appears small on two acres of very good land well cropped; but there was a considerable loss on a milk cow which was sickly for part of the year.

There has been very considerable improvements in the answering of the agricultural class and in the condition of the school farm within the last two years.

*Serripul Agricultural School.*—There were 51 pupils in the agricultural class here during the year. I have not yet had sufficient opportunity to judge of "progress" at this school, as it was only taken into connexion with the agricultural department in 1870, but the teacher appeared to be very anxious to conduct the department efficiently.

The school farm consists of about one and a half acres of poor bog,

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part of which has been reclaimed by the teacher, and the remainder undergoing that process. It will take some time before a regular system of cropping, even on a very small scale, can be exhibited; but in the meantime the pupils will see the preparation for this, and the process of reclamation—some draining, fencing, &c., carried on.

The school is situated in a very backward district, and even a moderate degree of improved management—tillage, cropping, vegetable growing, &c., ought to be attended with advantageous results in the neighbourhood.

The accommodation for the teacher and his family is extremely scanty, consisting of one apartment in a thatched house; but it is hoped that this is only a temporary arrangement, and that suitable apartments and offices will soon be provided to enable the teacher to carry out the requirements of the department.

*Sween Agricultural School.*—There were 97 distinct pupils on the roll of the agricultural class at this school during the year. This is the largest agricultural class in any one school in the province of Munster, and also one of the best instructed. The answering of the senior pupils here, though comparatively young, was superior.

The small farm attached to this school affords a good example of bog reclamation and rotation cropping. There is a good variety of green crops grown, and well cultivated.

The balance-sheet shows a profit of £19 19s. 7d. for the year.

*Tullyerine Agricultural School.*—There were 29 pupils in the agricultural class at this school during the year, whose answering was very creditable.

The land attached to the school is a good class of reclaimed bog, and is very well managed. The crops were good on the whole, and some green crops very superior.

The farm offices and teacher's residence are about to be improved and enlarged through the liberality of the landlord, Colonel Vandeleur, M.P., who takes much interest in agricultural education.

The profit on the farm for the year was £5 10s. 8½d.

*Whitechurch Agricultural School.*—There were 36 pupils in the agricultural class during the year. The attendance, however, was very irregular, and the progress not satisfactory. The teacher appears to do what he can to keep the agricultural department up to a good standard; but he has not, so far, succeeded so well with the class as in the management of the school farm, which he has improved very much for the short time he has had charge of it. He tills and cleans the land well, and grows good crops, especially green crops, collections of which have obtained prizes at the "Bessborough Estate Show," and also at the "Root Show," held at Glasnevin.

The balance sheet for 1870 shows a profit on the farm of £14 18s. 7d.

The following table gives the total number of distinct pupils receiving agricultural instruction in all the schools of my district in 1869 and 1870:—

	1869.	1870.
Agricultural boarders, . . . . .	44	48
Pupil-teachers—Boarders, . . . . .	30	29
Day scholars in Agricultural classes, . . . . .	1,097	1,235
	<hr/> 1,171	<hr/> 1,312
Increase in 1870, . . . . .		141

Having given a brief account of the working of the agricultural schools of this district, for the past year, I now beg to refer to some points regarding the connexion between the several classes into which these schools are

divided, with the view of increasing their efficiency, and more especially with reference to the preparation of a better qualified and more suitable class of candidates for admission as agricultural boarders at the district agricultural schools, and at the Glasnevin establishment.

On referring to the reports of the Agricultural Inspectors for several years past, it will be observed that the small attendance in the boarding classes at the district and provincial agricultural schools is remarked upon, and explanations given as to the apparent and probable causes why those classes "do not fill" at these establishments, where, it is acknowledged, all necessary appliances for education, &c., are provided by the Commissioners at a very moderate charge. It appears to me that, in addition to the explanations already given on this head, there are other existing barriers to the desired progress in this important section of the department, which can be removed with advantage, and without interfering in any way with the principles and rules under which the schools are managed and conducted.

Practically the agricultural schools may be classed under three heads:—

1. The "Preparatory," or Ordinary Agricultural Schools.
2. The "Intermediate," or District and Provincial Agricultural Schools.
3. The "Albert Institution," or Head Training Agricultural Establishment.

Now, I see no reason why the "Preparatory" schools should not supply the "Intermediate," and why the latter should not prepare *all* the candidates for the principal establishment. The connexion here sought for is, to some extent, already in existence; but it is merely nominal and not systematised, and its action is not felt, nor is the working of the system yet understood, by the great bulk of the small farming class for whose benefit the department was established.

I would suggest, therefore, that—

1. The teachers of all the preparatory or ordinary agricultural schools be notified, officially, that the Commissioners will grant free places at the district or provincial agricultural schools to the most deserving pupils of the agricultural classes at these schools on the recommendation of the Agricultural Inspectors, after strict examination, and ascertaining their industrial abilities, which can be readily done at each visit of inspection.

2. That free places, prizes, and requisites, be granted to the "Intermediate" schools, in proportion to those granted at Glasnevin, as an encouragement to beginners, whose parents and friends do not yet know the advantages to be derived from attendance at those schools, and who would send them to a local or district school when they would not to the head establishment, which takes them further from home and demands a more expensive outfit, &c.

3. That every pupil at a district or provincial school be permitted to compete for a free place at Glasnevin *on the recommendation of the agriculturist who has had charge of his training*, and not otherwise.

4. That the Agricultural Inspectors be authorized to admit, subject to approval, eligible candidates to vacancies at the district and provincial agricultural schools; so that, when a farmer calls about the admission of his son, and that he is ready to pay for him, and that the lad is qualified according to the programme, &c., he may not have to wait the course of a formal application, the delay of which has frequently caused parties to turn their attention to other pursuits.

In order to carry out effectually the arrangement proposed in the first suggestion, it would be necessary to open more *free* places at the district and provincial agricultural schools; and I have no doubt but that the

*Appendix F.*  
 Reports on  
 Agricultural  
 Schools.  
 Farms.

*William  
 Boyle, esq.*

extra expense which this course would *at first* involve, would be more than compensated for by the superior class that would be prepared for Glasnevin, where the cost of training is necessarily much larger, and where many unsuitable candidates "pass in," who had favourable opportunities of acquiring a literary education, which enables them to take places (to the exclusion of others far more deserving), but who are totally unfit for farming pursuits.

The opening of more free places at the district schools, for the best boys at the preparatory schools, would create a healthy and very desirable competition, not only in the class at each school, but all the schools of a district would be stimulated to rivalry; and a small premium might be awarded to the teachers who would prepare the most successful candidates for those free places.

Some arrangement of this kind is absolutely necessary in order to establish and maintain a proper chain of connexion between the agricultural schools of all classes, so that each class may become a *feeder* for the next higher in grade, and then, in a short time, the Commissioners might expect to have a better supply of more suitable candidates for the boarding classes at the chief agricultural schools.

I am, gentlemen,

Your obedient servant,

WM. BOYLE.

The Secretaries, Education Office, Dublin.



## APPENDIX G.

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### STATISTICS of AGRICULTURAL SCHOOLS, and FARMS.

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I.—	AGRICULTURAL SCHOOLS visited by MR. BALDWIN, . . .			422, 423
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## I.—AGRICULTURAL SCHOOLS

SCHOOL.	COUNTY.	EXTENT.	LIVE STOCK.					PUPILS.					
			CATTLE.	SHEEP.	PIGS.	POULTRY.	BROUGHT ANIMALS.	BOARDING.		DAY PUPILS.			
								FEES.	PAY.	ON ROLL.	PRESENT.	INDUSTRIAL CLASS.	
		A. R. P.											
Athy, . . . .	Kildare, . . . .	61 0 20	19	.	16	20	2	0	3	8	.	.	.
Ballisboro', . . . .	Cavan, . . . .	48 0 15	13	.	13	.	3	2	1	102	.	.	.
Ballymonee, . . . .	Antrim, . . . .	23 2 2	8	.	6	12	1	.	1	39	.	.	.
Ballymurray, . . . .	Rosecommon, . . . .	20 0 0	5	8	2	24	1	.	.	37	.	.	.
Ballysaggart, . . . .	Waterford, . . . .	12 0 0	5	.	2	8	1	.	.	43	.	.	.
Bath, . . . .	Monaghan, . . . .	42 2 0	6	.	.	.	2	.	.	.	.	.	.
Clonakilty, . . . .	Cork, . . . .	As applied	on	se	1	not	yet	ante	rital	and	.	.	.
Cornafulla, . . . .	Rosecommon, . . . .	13 3 11	3	.	2	20	.	.	.	52	.	.	.
Dolgany, . . . .	Wicklow, . . . .	3 0 0	1	.	1	.	.	.	.	15	.	.	.
Derrynasile, . . . .	Tipperary, . . . .	18 1 22	5	13	3	13	1	.	.	27	.	.	.
Dirrecondaragh, . . . .	Kerry, . . . .	4 0 0	2	.	2	24	1	.	.	83	.	.	.
Dunmanway, . . . .	Cork, . . . .	12 0 0	3	6	.	.	1	.	.	80	.	.	.
Farraly, . . . .	Do. . . .	48 3 8	0	27	17	.	1	.	.	.	.	.	.
Freemount, . . . .	Do. . . .	9 0 0	2	.	4	21	.	.	.	30	.	.	.
Glandore, . . . .	Do. . . .	24 3 8	10	15	7	14	1	.	.	47	.	.	.
Glandull, . . . .	Rosecommon, . . . .	30 2 26	7	50	10	60	2	.	.	65	.	.	.
Gormanstown, . . . .	Tipperary, . . . .	47 2 35	6	21	4	29	4	.	.	60	.	.	.
Grange, . . . .	Waterford, . . . .	2 0 0	1	.	.	.	1	.	.	30	.	.	.
Kildinac, . . . .	Cork, . . . .	7 0 22	1	.	.	24	1	.	.	24	.	.	.
Kilkenney, . . . .	Kilkenny, . . . .	79 0 34	21	28	3	.	2	5	0	.	.	.	.
Leitrim, . . . .	Antrim, . . . .	15 0 0	7	.	2	16	.	.	.	48	.	.	.
Lanadowne, . . . .	Kerry, . . . .	7 0 0	2	.	1	10	1	.	.	85	.	.	.
Limerick, . . . .	Limerick, . . . .	70 3 3	23	14	15	24	2	10	6	36	.	.	.
Loughglynn, . . . .	Rosecommon, . . . .	0 2 27	.	.	.	.	.	.	.	59	.	.	.
Monaghan, . . . .	Monaghan, . . . .	An	ap	lication	on	case,	not	yet	ante	rital	and	.	.
Mount Tronchard, . . . .	Limerick, . . . .	30 0 0	7	.	6	20	3	.	2	8	.	.	.
Moreen, . . . .	Clare, . . . .	11 1 34	3	.	3	11	2	.	.	31	.	.	.
Monster, . . . .	Cork, . . . .	120 3 17	47	60	27	20	2	23	17	.	.	.	.
Newmarket, . . . .	Cork, . . . .	16 1 29	3	1	8	30	.	.	.	28	.	.	.
Oldcastle, . . . .	Menth, . . . .	18 0 0	.	.	.	.	not	called	for	the	present.	.	.
Rahan, . . . .	King's, . . . .	Land	det	ached	from	school	.	.	.	.	.	.	.
Ratoath, . . . .	Menth, . . . .	7 3 20	4	2	2	30	.	.	.	26	.	.	.
Snoam, . . . .	Kerry, . . . .	6 0 0	3	.	2	6	.	.	.	07	.	.	.
Torroo, . . . .	Limerick, . . . .	23 2 21	4	20	10	0	1	.	.	49	.	.	.
Tullycrine, . . . .	Clare, . . . .	6 2 35	1	1	0	8	1	.	.	28	.	.	.
Ulster, . . . .	Antrim, . . . .	104 1 35	27	30	.	.	3	1	5	.	.	.	.
Woodstock, . . . .	Kilkenny, . . . .	3 2 55	2	.	.	20	1	.	.	34	.	.	.

visited by MR. BALDWIN.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	School.
Light, but kind, A hill side.	Ample.	4:3, 16:7	Good.	—	—	Athy.
Part meadow; part upland.	Ample.	8:7	Fair.	—	—	Ballinabara.
Gravelly loam.	Very good.	12:6, 20:12	Good.	—	—	Ballymoney.
Reclaimed mountain.	Very fair.	24:8	Fair.	—	—	Ballymurray.
Cold clay.	Not adequate.	30:8	School closed at visit.	—	—	Ballysaggart.
—	Adequate.	1:7, 8:10	Middling.	—	A change was made in management.	Bath.
—	—	7:9	Promises well.	—	—	Clonakilly.
Medium.	Suitable enough.	16:8	Fair.	—	—	Cornafulla.
Soil good.	None on farm.	10:8	Very middling.	—	—	Delgany.
Medium soil on clay slate.	Ample.	19:6	Satisfactory.	—	—	Derrycastle.
Mountain bog.	Fair; scarcely adequate.	14:9	Do.	—	—	Edressadaragh.
Gravelly loam.	Ample.	8:6	Fair.	—	—	Dummanway.
As extremely poor soil.	Ample.	19:9, 21:8	Middling, see Report.	—	A change in management.	Farraly.
Land good.	Indifferent.	10:9	Middling.	—	—	Fremount.
Medium soil.	Ample.	8:6	Farm well cropped.	—	Accounts most unsatisfactory; agriculturist removed.	Glaudora.
Light loam.	Very good.	26:6	Fair.	—	—	Glanduff.
Loam of medium texture.	Ample.	7:6	Improving.	—	—	Gormanstown.
Medium soil.	Not adequate.	9:9	Fair.	—	—	Grange.
Reclaimed mountain.	Middling.	20:8	Satisfactory.	—	—	Kildinan.
Clay soil.	Ample.	10:2, 13:8	Do.	—	—	Kilkenney.
Part meadow; part cold clay.	Ample.	13:10	Fair; see Report.	—	—	Lestrin.
Reclaimed mountain bog.	New.	12:9	Fair.	—	—	Lansdowne.
Mixed; part is low-lying and heavy.	Ample.	10:2, 17:9, 7:9, 3:11	Middling.	—	—	Limerick.
Garden soil.	None.	29:19	Good.	—	—	Loughglynn.
Soil naturally poor & cold.	Ample.	14:6	Indifferent.	—	—	Monaghan.
Part bog; part cold clay.	Old-fashioned.	24:9	Fair.	—	A change suggested.	Mountfrenchard.
Steady loam of excellent character.	Convenient.	2:2, 11:6, 1:9	Fairly satisfactory.	—	—	Navoon.
Medium soil.	Very good.	16:9	Fair.	—	—	Munster.
Gravelly loam.	Very good.	9:7, 17:11	Admirable.	—	School privately endowed.	Newmarket.
—	special.	19:11	—	—	—	Oldcastle.
A poor clayey soil.	Very indifferent.	4:6	Bad.	—	Salaries suspended on Mr. Baldwin's Report.	Rahm.
Reclaimed bog and meadow.	Middling.	13:9	Satisfactory.	—	—	Ratoath.
Medium loam.	Adequate.	18:6, 7:9, 9:11	Good.	—	—	Sneem.
Reclaimed bog.	Middling.	27:9	Do.	—	—	Tervee.
Very stiff clay.	Ample.	10:8, 29:12	Middling.	—	—	Tullycrine.
A very poor clay.	Ample.	15:8	Bad.	—	A change since made.	Uster.
						Woodstock.

Owing to a change in the time of making the valuation, the accounts cannot be made up for the whole year on the Board's own farms.

## II.—AGRICULTURAL SCHOOLS

School.	County.	Extent, Acre, Roods, Mowans.	LIVE STOCK.					PUPILS.				
			Cattle.	Sheep.	Pigs.	Poultry.	Domestic Animals.	Boarding.		Day Pupils.		
		A. R. P.						Free.	Pay.	On Roll.	Percent.	Industrial Classes.
<b>MODEL.</b>												
Athy, . . .	Kildare, . . .	70 0 0	19	.	16	21	2	1	2	11	2	.
<b>ORDINARY.</b>												
Arranmore, . .	Donegal, . . .	4 2 0	2	.	.	18	.	.	.	13	5	.
Askeaton, . .	Monaghan, . .	5 1 0	2	.	2	20	.	.	.	21	14	.
Askill, . . .	Leitrim, . . .	20 0 0	6	.	.	70	.	.	.	0	4	.
Aries, . . .	Queen's, . . .	3 1 0	.	.	2	20	.	.	.	24	18	.
<b>MODEL.</b>												
Ballymoney, . .	Antrim, . . .	23 2 2	8	.	7	10	1	.	1	35	18	.
Bath, . . .	Monaghan, . .	42 3 0	0	.	.	2	.	.	.	.	.	.
Ballinabrough, .	Cavan, . . .	48 0 8	14	.	9	.	2	1	.	67	44	.
Ballycatty, . .	Antrim, . . .	7 2 20	.	.	.	.	.	.	.	15	9	8
Ballinaskill, . .	Galway, . . .	30 0 0	0	18	11	80	1	.	1	9	6	6
<b>ORDINARY.</b>												
Balleighan, . .	Donegal, . . .	31 0 0	12	2	2	40	2	.	.	29	14	8
Broomfield, . .	Monaghan, . .	9 0 0	4	.	2	6	.	.	.	22	5	.
Ballynecore, . .	Tyrone, . . .	54 0 0	22	.	3	40	2	.	.	12	0	.
Ballinvalley, . .	Westmeath, . .	6 2 0	4	.	2	18	.	.	.	43	24	8
Brusa, . . .	Mayo, . . .	4 1 0	1	.	.	60	.	.	.	39	22	.
Bekan, . . .	Do. . . .	1 2 18	.	1 Cows.	2	.	.	.	.	25	14	.
Dunseranagh, . .	Sligo, . . .	2 3 0	2	.	10	20	1 Donkey.	.	.	50	23	.
Ballymurry, . .	Roscommon, . .	20 0 0	3	12	4	50	1	.	.	24	11	.
Ballymintan, . .	Do. . . .	5 1 7	2	1	5	40	1 Donkey.	.	.	30	20	.
Ballyfenny, . .	Do. . . .	13 0 0	2	2	2	30	1 Donkey.	.	.	30	11	.
Banada, . . .	Sligo, . . .	1 2 30	5	.	5	50	1	.	.	25	3	.

visited by MR. BROGAN.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	SCHOOL.
A light loam.	Adequate, and well constructed.	12:4, 6:8	Satisfactory.	£ s. d. P. 72 19 10	—	MODEL. Athy.
Partially reclaimed; mountain bog.	Adequate; fair order.	18:6, 28:9	Fairly efficient.	P. 4 18 0	—	ORDINARY. Arranmore.
Clay loam.	Do. . .	8:0, 14:10	Do. . .	P. 15 8 10	—	Ashburton.
Partially reclaimed bog; part poor clay.	Inadequate; middling repair.	24:1, 11:7, 21:10	Tolerably efficient.	P. 27 18 0	—	Askill.
Clay loam.	Adequate; fair order.	0:8	Recently established.	No accounts for past year.	Reopened into connexion in September.	Arice.
Part clay loam; part reclaimed bog.	Adequate; well arranged; good repair.	0:4, 10:9	Satisfactory.	P. 32 10 9	—	MONTE. Ballymonee.
Clay loam.	Adequate; fair repair.	9:6, 16:7, 14:9, 28:10	Middling.	£. 10 15 0	—	Bath.
Part clay loam; part reclaimed bog.	Do. . .	19:1, 30:6, 5:11	Satisfactory.	P. 14 12 0	—	Ballinabrough.
Gravelly loam.	Taken from teacher on a change of land.	2:8, 8:9	Unsatisfactory.	Nil change of teacher.	Recommended to be depressed to class of ordinary.	Ballyearry.
Clay loam.	Adequate; fair repair.	4:5, 18:8, 19:12	Satisfactory.	P. 86 10 0	—	Ballinacilly.
Do. . .	Do. . .	13:6, 20:9	Do. . .	P. 70 17 0	—	ORDINARY. Ballinacilly.
Poor clay land; partially improved.	Inadequate; middling repair.	9:6, 14:9	Middling.	P. 15 18 0	—	Broomfield.
Part clay loam; part bog undergoing reclamation.	Adequate; badly arranged; middling repair.	12:5, 24:10	Fairly efficient.	P. 45 5 3½	—	Ballynemon.
Gravelly loam.	Adequate; fair repair.	9:2, 1:7, 4:11	Satisfactory.	P. 20 0 4	—	Ballynally.
Part gravelly, and part peaty soil.	Do. . .	8:5, 20:6, 6:10	Fairly efficient.	P. 13 12 2	—	Brusa.
Light loam.	Inadequate; middling repair.	10:2, 23:6, 12:10	Do. . .	P. 4 7 5	—	Bekas.
Part clay loam; part reclaimed bog.	Adequate; fair repair.	2:5, 17:6, 10:11	Do. . .	P. 25 5 5	—	Dunacranagh.
Part shallow clay; part rocky land incapable of reclamation.	Do. . .	13:3, 21:5, 14:10	Do. . .	P. 24 0 ½	—	Ballymurry.
Gravelly loam.	Do. . .	20:4, 24:8, 13:13	Do. . .	P. 19 19 5	—	Ballyminton.
Very poor clay soil, requiring drainage, &c.	Adequate; bad repair.	21:3, 26:7, 17:11	Tolerably efficient; progressing.	P. 3 9	—	Ballyfeeny.
Medium clay soil.	Adequate; middling repair.	1:3, 10:11	Do. . .	No account.	New Agricultural School.	Banada.

## II.—AGRICULTURAL SCHOOLS

SCHOOL.	County.	Extent, Statute Measure.	LIVE STOCK.					FERTIL.				
			Cattle.	Sheep.	Pigs.	Poultry.	Draught Animals.	Boarding.		Day Pupils.		
								Free.	Pay.	On Hall.	Present.	Industrial Class.
		A. R. P.										
SCHOOL GARDEN. Ballinaghirree, . . .	Mayo, . . .	0 1 0	.	.	.	.	.	.	.	52	18	.
MODEL. Carriek, . . .	Fermanagh, . . .	25 0 0	7	.	12	48	1	.	.	27	14	.
Cornagilla, . . .	Monaghan, . . .	16 0 0	4	.	3	60	2	.	.	30	12	.
Clonkeenkerril, . . .	Galway, . . .	20 0 0	7	40	1	40	2	.	.	24	8	Sup.
ORDINARY. Cornaleigh, . . .	Cavan, . . .	12 2 0	3	.	.	10	.	.	.	20	14	.
Carradoon, . . .	Donegal, . . .	0 3 20	2	.	1	17	.	.	.	27	10	.
Creavery, . . .	Do., . . .	6 0 0	2	.	.	20	.	.	.	13	10	.
Coolmore, . . .	Do., . . .	13 2 0	7	.	2	30	1	.	.	15	11	.
Criera, . . .	Fermanagh, . . .	10 2 0	4	.	1	20	.	.	.	18	0	.
Cormoon, . . .	Monaghan, . . .	10 3 12	3	.	.	4	1	.	.	11	7	.
Castlesesagh, . . .	Tyrone, . . .	1 0 0	.	.	2	.	.	.	.	24	18	.
Clane, . . .	Kildare, . . .	2 1 12	3	.	3	30	.	.	.	20	13	.
Cleontagh, . . .	Longford, . . .	10 0 0	6	2	0	20	2	.	.	34	17	.
Cloonta, . . .	Mayo, . . .	4 0 0	1	.	.	20	1 Dow- ley.	.	.	28	15	.
Castlehackett, . . .	Galway, . . .	10 2 0	3	12	2	20	1	.	.	18	7	6
Carrigoera, . . .	Mayo, . . .	11 0 0	3	.	10	30	2	.	.	33	24	.
Cloghane, . . .	Do., . . .	4 2 0	4	.	2	30	1 Dow- ley.	.	.	36	11	.
Cornafulla, . . .	Reeccommon, . . .	13 3 0	3	.	2	20	.	.	.	31	24	2
Camphill, . . .	Sligo, . . .	7 0 0	1	.	2	20	.	.	.	38	16	.

visited by MR. BROGAN—continued.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	School.
Stiff clay soil.	None.	3:2, 20:6, 7:10	Fairly efficient.	No account.	No sales of produce, all used by teacher's family.	SCHOOL GARDEN, Ballinbadreen.
Part clay loam; part reclaimed bog.	Adequate; badly arranged; muddling repair.	21:1, 7:7, 13:10	Fairly efficient; progressing.	P. 97 7 11	—	MODEL, Carrick.
Poor clay soil, drained and improved.	Adequate; well arranged; in tolerable repair.	22:1, 14:7, 27:10	Fairly efficient.	P. 13 10 1	—	Corragilla.
Part gravelly loam; part reclaimed bog.	Adequate; ill arranged; muddling repair.	20:4, 20:8, 14:12	Suspended at close of year; teacher resigned.	No balance sheet.	Agricultural department not in operation during the entire year.	Cloakscenarl.
Part poor clay; part bog undergoing reclamation.	Adequate; convenient, and in fair repair.	23:5, 13:7, 3:11	Tolerably efficient.	P. 1 9 7	—	ORDINARY, Corragillagh.
Reclaimed bog.	Do.	14:6, 20:0	Do.	P. 10 12 2	—	Carraheen.
Part clay loam; part reclaimed bog.	Adequate; muddling repair.	14:5, 20:0	Do.	P. 14 17 10	—	Creery.
Part clay loam; part hill pasture.	Adequate; well arranged; fair repair.	25:1, 11:7, 21:10	Fairly efficient.	P. 32 12 1	—	Coolmore.
Clay loam.	Adequate; convenient; fair repair.	21:1, 7:7, 19:10	Do.	P. 71 18 11	—	Creeve.
Poor gravelly soil.	Newly erected by landlord; adequate; well arranged; good repair.	23:1, 14:7, 28:10	Do.	P. 44 10 11	—	Cormeen.
Poor clay soil, cleared of stones.	Inadequate; bad repair.	20:1, 8:7, 26:10	Do.	P. 4 3 8	—	Castlescragh.
Light loam.	Adequate; good repair.	11:2, 24:5, 31:8	Satisfactory.	P. 25 11 10	—	Clane.
Part clay loam; part reclaimed bog.	Adequate; badly arranged; fair repair.	15:3, 27:7, 18:11	Fairly efficient.	P. 16 10 4	—	Cloontagh.
Reclaimed bog.	Inadequate; not fully erected.	23:2, 22:7, 9:11	Unsatisfactory.	P. 4 2 3	—	Cloonta.
Poor clay; part rocky pasture ground.	Adequate; good repair.	2:5, 22:8, 16:12	Satisfactory.	P. 16 17 14	—	Castleshett.
Light loam.	Do.	11:3, 14:6, 11:10	Do.	P. 12 7 12	—	Carragorra.
Part light loam; part reclaimed bog.	Adequate; fair repair.	11:3, 14:6, 11:10	Fairly efficient.	P. 21 0 3	—	Cloghans.
Gravelly loam.	Do.	27:4, 24:8, 12:12	Do.	P. 9 0 5	—	Cornafulla.
Clay loam.	Inadequate; barn required; fair repair.	23:2, 20:7, 14:11	Do.	No balance sheet.	Teacher died near the close of the year.	Campbell.

## II.—AGRICULTURAL SCHOOLS

School.	County.	Extent, Statute Measures.	LIVE STOCK.					FERTS.				
			Cattle.	Sheep.	Pigs.	Poultry.	Draught Animals.	Boarding.		Day Pupils.		
								Free.	Pay.	On Roll.	Present.	Industrial Classes.
ORDINARY— continued.			A. R. P.									
Curry, . . .	Sligo, . . .	4 3 4	4	.	3	24	.	.	.	24	18	4
Carrowree, . .	Do., . . .	4 3 32	4	.	1	16	.	.	.	26	14	.
Calfadda, . . .	Do., . . .	15 0 0	4	.	2	20	.	.	.	14	8	.
Currickboy, . .	Donegal, . .	2 2 0	3	.	.	.	.	.	.	30	13	.
Cullibo, . . .	Mayo, . . .	1 0 0	None yet procured.					.	.	24	0	.
Convoy, . . .	Donegal, . .	0 1 0	.	.	2	.	.	.	.	18	8	.
Castlodon, . . .	Do., . . .	0 1 0	.	.	1	.	.	.	.	48	25	.
MODEL.												
Dunleavy, . . .	Do., . . .	13 0 0	1	14	2	30	.	.	.	13	4	.
ORDINARY.												
Drumhanagher, .	Armagh, . .	1 0 0	.	.	1	.	.	.	.	20	15	.
Drung, . . .	Cavan, . . .	11 1 36	7	2	2	40	1	.	.	16	9	.
Doonaghmore, . .	Donegal, . .	0 0 0	2	.	.	20	.	.	.	12	5	.
Drumanfern, . .	Tyrone, . . .	10 2 30	2	.	2	20	.	.	.	48	19	3
Delgany, . . .	Wicklow, . .	3 0 0	1	.	1	4	.	.	.	15	8	.
Drumadara, . . .	Listrim, . . .	0 2 0	3	.	2	20	1 Donkey.	.	.	26	16	.
Deo Castle, . . .	Mayo, . . .	1 2 10	1	.	2	20	1 Donkey.	.	.	65	45	.
Derrinacarta, . .	Do., . . .	2 3 32	3	.	1	20	.	.	.	22	15	.
Deenlis, . . .	Sligo, . . .	0 0 0	3	.	1	20	.	.	.	45	34	.
SCHOOL GARDEN.												
Derryughan, . .	Armagh, . .	0 1 0	2	.	.	.	.	.	.	25	14	.
Drumavish, . . .	Donegal, . .	0 1 10	1	.	.	40	.	.	.	50	9	.



visited by MR. BROGAN—continued.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	School.
Light loam, .	Adequate; fair repair.	1:3, 17:6, 19:11	Fairly efficient.	P.16 12 1	—	ORDINARY—continued. Curry.
Do. . .	Adequate; fair repair.	26:2, 29:7, 11:11	Satisfactory.	P.32 19 19½	—	Carroonoe.
Poor and drained clay soil.	Inadequate; bad repair.	28:2, 22:7 0:11	Unsatisfactory.	P.12 0 4	—	Culfadda.
Rich clay loam.	Adequate; fair repair.	21:10	Fair, .	No balance sheet.	Recently connected with Agricultural department.	Carriekboy.
Part moory; part rocky soil.	None yet erected.	19:10	Unsatisfactory.	Do. .	Do. .	Cultibe.
Rich garden soil.	Only a pig-gery.	13:5, 26:9,	Pretty fair,	Do. .	No sales of produce.	Conroy.
Do. . .	Do. . .	20:5, 23:9,	Satisfactory.	Do. .	Do. .	Castledin.
Partially reclaimed mountain bog.	Adequate; well planned; fair repair.	17:5, 27:0,	Middling; progressing	P. 0 13 4	—	MONK. Dunlewey.
Clay loam, .	Adequate; middling repair.	8:0, 14:0,	Pretty fair,	P. 6 4 6	—	ORDINARY. Drumtanagher.
Gravelly loam on the summit of an elevated hill.	Adequate; fair repair.	20:1, 28:6, 24:11	Satisfactory.	P.43 11 1	—	Drung.
Sandy loam, .	None erected on farm.	20:5, 1:10,	Unsatisfactory.	No balance sheet.	Suspended at close of year, owing to resignation of teacher.	Donaghmore.
Clay loam, .	Adequate; fair repair.	0:6, 13:0,	Satisfactory.	P.41 2 3	—	Drumnaferm.
Do. . .	None erected on farm.	14:1, 27:5, 2:9	Middling, .	P.21 2 0	—	Delgany.
Part clay loam; part reclaimed bog.	Inadequate; bad repair.	22:5, 28:7 10:11	Do. .	P.16 18 6	—	Drumadorn.
Clay loam, .	Adequate; fair repair.	25:2, 21:7, 11:11	Satisfactory.	P. 8 13 3½	—	Dee Castle.
Part clay loam; part reclaimed bog.	Adequate; middling repair.	2:3, 20:0, 7:10	Fairly efficient.	P.13 4 3	—	Derrinascarta.
Shallow clay soil, resting on limestone rock; partially drained.	Adequate; fair repair.	24:2, 26:7, 16:11	Satisfactory.	P.21 13 1	—	Dosselin.
Clay loam, .	Do. . .	7:6, 15:9,	Fairly efficient.	No account.	No sales, .	SCHOOL GARDEN. Derryoughan.
Clay loam, .	Do. . .	21:5, 23:9,	Do., .	No balance sheet.	Teacher left before close of the year.	Drumavish.

## II.—AGRICULTURAL SCHOOLS

School.	County.	Extent, Statute Measure.	Live Stock.					Pupils.				
			Cattle.	Sheep.	Pigs.	Poultry.	Draught Animals.	Boarding.		Day School.		
								Free.	Pay.	On Roll.	Present.	Industrial Class.
ORDINARY. Esker, No. 2, . . .	Galway, . . .	A. B. P. 8 3 30	5	.	1	10	1 Jen- net.	.	.	27	22	.
MODEL. Garryhill, . . .	Carlow, . . .	11 2 10	6	.	6	20	1 Pony.	.	.	30	10	8
Glanduff, . . .	Rosecommon, . . .	20 3 10	7	63	24	60	1 Blacks and 2 Donkeys.	.	.	30	11	.
ORDINARY. Gushidy, . . .	Fermanagh, . . .	10 0 0	0	.	.	20	.	.	.	12	8	.
Geeragh, . . .	Sligo, . . .	3 0 0	2	.	1	20	.	.	.	46	19	.
GARDEN. Glamevin, . . .	Dublin, . . .	1 2 10	.	.	4	.	.	.	.	16	10	8
ORDINARY. Hillhall, . . .	Down, . . .	1 0 0	.	.	1	6	.	.	.	17	10	.
MODEL. Kilkeury, . . .	Kilkenny, . . .	79 0 31	24	26	4	.	3	3	2	.	.	.
Kyle Park, . . .	Tipperary, . . .	20 0 0	7	1 Goats.	5	20	4	.	.	20	17	.
ORDINARY. Killoggy, . . .	Cavan, . . .	3 3 6	1	2 Goats.	2	20	1 Donkey.	.	.	22	14	6
Kilcloon, . . .	Meath, . . .	2 0 0	1	2 Goats.	1	12	.	.	.	13	10	.
Keslone, . . .	Donegal, . . .	8 0 0	3	11	1	20	.	.	.	10	5	.
Kinyarra, . . .	Galway, . . .	10 0 0	1	18	2	20	1 Donkey.	.	.	44	15	.
Kilrushaister, . . .	Sligo, . . .	10 0 0	2	11	3	40	.	.	.	32	24	.
Kilmovoh, . . .	Mayo, . . .	8 0 0	2	2	2	20	1 Donkey.	.	.	28	8	.
Killybegs, . . .	Donegal, . . .	3 2 20	2	.	2	12	.	.	.	22	.	.
MODEL. Leitrim, . . .	Leitrim, . . .	15 0 0	7	.	2	12	.	.	.	33	18	.
Larne, . . .	Antrim, . . .	7 0 38	5	.	.	18	.	.	.	65	36	6
Loughasho, . . .	Tyrone, . . .	00 0 0	21	.	9	20	4	.	10	.	.	.

visited by MR. BROGAN—continued.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	Remarks.
				<i>£ s. d.</i>		
Gravelly loam.	Adequate; fair repair.	29:5, 19:8, 17:12	Satisfactory.	P.43 2 0	—	ORDINARY. Esker, No. 2.
Sandy loam.	Adequate; good repair.	14:4, 4:8	Do.	P.32 2 0	—	MODEL. Garryhill.
Part sandy loam; part low marshy ground.	Adequate; fair repair.	15:8, 21:6, 14:10	Fairly efficient.	P.116 14 6	—	Glasneaf.
Poor cold clay soil; partially drained.	Inadequate; middling repair.	26:1, 8:7, 29:10	Do.	P.29 2 5½	—	ORDINARY. Gashody.
Gravelly loam.	Adequate; good repair.	23:2, 20:7, 14:11	Satisfactory.	P.4 5 5	—	Geenagh.
Vegetable loam.	Do.	26:4, 13:8, 5:11	Do.	P.22 13 0	—	GARDEN. Glasnevin.
Clay loam.	Adequate; fair repair.	5:5, 9:9, 3:12	Fairly efficient.	P.10 13 7	—	ORDINARY. Hillhall.
Strong clay soil, drained and improved.	Adequate; well constructed; good repair.	12:4, 4:8, 21:12	Do.	P.31 4 11	Change of Agriculturist at close of year.	MODEL. Kilmenny.
Clay loam.	Adequate; fair repair.	6:5, 17:8, 20:12	Do.	P.23 16 2	—	Kyle Park.
Part gravelly soil; part reclaimed bog.	Inadequate; middling repair.	29:5, 28:6, 26:11	Do.	P.21 8 14	—	ORDINARY. Kilmoy.
Clay loam.	Adequate; fair repair.	12:1, 28:6, 10:8	Do.	P.12 5 5	—	Kilkeon.
Part sandy loam; part reclaimed bog.	Do.	13:5, 28:9	Middling.	P.0 14 0	—	Kendua.
Part clay soil; chief part rocky land unfit for tillage.	Do.	3:5, 23:8, 15:12	Fairly efficient.	P.8 7 8	—	Kinvarra.
Clay loam.	Do.	24:2, 25:7, 15:11	Do.	P.34 10 7	—	Kilrushelter.
Part gravelly soil; part reclaimed bog.	Adequate; not yet fully complete.	6:10	Only commencing operation.	P.10 11 5	First year of connexion.	Kilmesee.
Part clay loam; part moory soil.	Adequate; middling repair.	25:10	Do.	No account.	Do.	Killybegs.
Part heavy clay; part moory soil.	Adequate; fair repair.	23:3, 29:7, 21:11	Tolerably efficient.	L.10 11 3	—	MODEL. Lestrin.
Clay loam.	Do.	2:6, 8:9	Fairly efficient.	P.0 13 7	—	Lemo.
Reclaimed mountain bog; highly improved.	Do.	12:5, 24:9	Satisfactory.	P.247 10 1	—	Loughasha.

## II.—AGRICULTURAL SCHOOLS

School.	County.	Extent, Statute Measure.	LIVE STOCK.					FINDS.					
			Cattle.	Sheep.	Pigs.	Poultry.	Draught Animals.	Boarding.		Day Pupils.			
								Free.	Pay.	On Roll.	Present.	Incidental Chgs.	
		A. R. P.											
ORDINARY. Lock, . . . .	Fermanagh, . . .	5 3 0	4	1 Goat.	2	34	.	.	.	24	0	.	
Lohinch, . . . .	Mayo, . . . .	8 0 0	2	6	2	30	1 Pigs.	.	.	37	21	.	
Lisnakea, . . .	Do. . . .	1 3 0	.	.	1	2	1 Pigs.	.	.	23	10	.	
SCHOOL GARDENS. Longhlynn, . . .	Roscommon, . . .	0 2 0	.	.	.	.	.	.	.	31	12	13	
Longford, . . .	Longford, . . .	0 1 28	.	.	2	.	.	.	.	55	19	.	
ORDINARY. Myragh, . . . .	Donegal, . . . .	4 3 0	.	None kept.			.	.	.	50	4	.	
Mountallen, . .	Roscommon, . . .	4 3 10	3	.	.	10	.	.	.	31	13	.	
Monragh, . . .	Cavan, . . . .	14 0 0	0	.	6	30	1 Dro- b.	.	.	23	11	.	
GARDEN. Moy, . . . .	Tyrone, . . . .	0 2 0	.	.	2	.	.	.	.	18	12	.	
ORDINARY. Parkanure, . . .	Tyrone, . . . .	2 0 30	1	.	.	.	.	.	.	19	6	.	
Powellsborough, .	Sligo, . . . .	2 2 15	2	.	1	20	1 Dro- b.	.	.	27	7	6	
Poyntepass, . .	Armagh, . . . .	2 0 10	1	1 Goat.	.	.	1 Dro- b.	.	.	28	14	.	
GARDEN. Prison, . . . .	Mayo, . . . .	0 2 0	.	.	.	.	.	.	.	32	12	.	
MODELS. Rahan, . . . .	King's, . . . .	12 2 0	4	2 Goats	.	30	1 Pigs.	.	.	30	7	.	
ORDINARY. Rathcoffey, . . .	Kildare, . . . .	5 2 2	2	.	1	.	.	.	.	17	13	.	
Rathcline, . . .	Longford, . . .	7 0 0	4	5	4	20	.	.	.	30	12	.	
Ratoath, . . . .	Meath, . . . .	7 2 20	3	.	1	40	.	.	.	24	14	.	
Rath, . . . .	Queen's, . . . .	2 1 0	.	.	.	.	.	.	.	10	12	.	
Reeskry, . . . .	Mayo, . . . .	3 2 0	2	.	3	20	.	.	.	21	17	.	
Slatte, . . . .	Roscommon, . . .	11 0 0	1	2 Goats	2	30	.	.	.	25	12	.	

visited by MR. BROGAN—continued.

Description of Farm.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	School.
Part clay; part gravelly loam.	Inadequate; bad repair.	27:1, 9:7, 30:10	Tolerably efficient.	P.26 19:0	—	ORDINARY. Lack.
Light loam.	Adequate; good repair.	18:3, 18:6, 12:10	Fairly efficient.	P.34 9:2	—	Leblinch.
Do.	Inadequate; bad repair.	10:3, 14:6, 10:10	Middling.	P.2 7:3	—	Ilmaliska.
Do.	None used or required.	4:3, 22:6, 6:10	Satisfactory.	P.4 14:3	—	SCHOOL GARDENS. Loughgillyn.
Clay loam.	Adequate; good repair.	26:8, 16:11	Fairly efficient.	No account.	First year of connexion.	Longford.
Gravelly loam.	None erected.	19:5, 29:9	Inefficient.	No balance sheet.	Recommended to be suspended for inefficiency.	ORDINARY. Myragh.
Part stiff clay; part reclaimed bog.	Adequate; fair repair.	24:3, 29:7, 21:11	Fairly efficient.	P.9 4:9	—	Mountallen.
Mountain bog.	Inadequate; middling repair.	26:3, 12:7, 23:11	Middling.	No account.	First year of connexion.	Monragh.
Rich clay loam.	Adequate; good repair.	9:4, 12:9	Fairly efficient.	Do.	Do.	GARDEN. Moy.
Clay loam.	Do.	6:6, 13:9	Tolerably efficient.	P.3 9:4	—	ORDINARY. Parkassar.
Part gravelly soil; part reclaimed bog.	None erected on the farm.	1:3, 17:3, 11:11	Fairly efficient.	P.5 8:2	—	Powellsborough.
Gravelly loam.	Adequate; fair repair.	15:7, 18:9	Do.	No balance sheet.	First year of connexion.	Poyntzpass.
Clay loam.	None used or required.	14:3, 16:6, 12:10	Do.	P.4 2:0	—	GARDEN. Prisco.
Do.	Adequate; fair repair.	26:4, 23:8	Suspended.	No balance sheet.	Agricultural department suspended, owing to decease of late Teacher.	MODEL. Rahm.
Part clay loam; part moory soil.	Adequate; middling repair.	18:1, 25:5, 11:8	Fairly efficient.	P.6 6:4	—	ORDINARY. Rathcoffey.
Part clay, and part reclaimed bog.	Adequate; fair repair.	18:3, 27:7, 18:11	Tolerably efficient.	P.17 18:5	—	Rathcline.
Clay loam.	Adequate; middling repair.	10:3, 11:8	Inefficient.	No balance sheet furnished.	Suspended for inefficiency.	Ratcoath.
Do.	Adequate; fair repair.	8:5, 31:3, 22:12	Tolerably efficient.	P.4 18:11	—	Rath.
Reclaimed bog.	Do.	25:2, 21:11, 11:11	Fairly efficient.	P.2 12:4	—	Rooskey.
Poor clay soil, undergoing improvement.	Inadequate; middling repair.	21:3, 26:7, 17:11	Do.	P.21 11:1	—	Slatts.

## II.—AGRICULTURAL SCHOOLS

School.	County.	Extent, Statute Measure.	LIVE STOCK.					PEPES.				
			Cattle.	Sheep.	Pigs.	Poultry.	Draught Animals.	Boarding.	Day School.			
		A. R. P.						Fees.	Pay.	On Roll.	Present.	Industrial Class.
ORDINARY— continued. Stonepark, . .	Longford, . .	2 1 23	.	.	.	.	.	.	.	23	13	.
MODEL. Temple Douglas, . .	Donegal, . .	20 0 0	7	.	2	23	1	.	.	10	4	.
ORDINARY. Tanlokey, . .	Armagh, . .	7 0 0	2	.	2	10	.	.	.	17	22	.
Termon, . .	Cavan, . .	25 3 26	10	.	5	50	1	.	.	16	13	.
Tullycasson, . .	Do. . .	15 0 0	0	3	1	20	1 Donkey.	.	.	27	17	.
Tooban, . .	Donegal, . .	4 0 0	2	.	.	.	.	.	.	6	4	.
Tubber, . .	Clare, . .	8 0 0	5	11	4	30	1	.	.	16	16	.
Twomilehouse, . .	Kildare, . .	4 3 17	3	.	3	12	1 Donkey.	.	.	14	9	.
Tiermoghau, . .	Do. . .	2 0 30	3	.	1	10	.	.	.	18	8	.
Turlough, . .	Mayo, . .	23 0 0	3	0	1	20	.	.	.	21	0	.
Tullyelvaun, . .	Leitrim, . .	6 0 0	5	.	4	40	1 Donkey.	.	.	44	14	.
MODEL. Ulster (Belfast), . .	Antrim, . .	100 2 35	24	.	.	.	4	.	2	.	.	.
Woodstock, . .	Kilkenny, . .	8 2 35	2	.	1	20	1 Donkey.	.	.	19	13	6
Woodpole, . .	Meath, . .	15 0 28	3	0	1	42	1 Donkey.	.	.	23	16	8
ORDINARY. Williamstown, . .	Galway, . .	0 0 0	2	.	4	30	.	.	.	11	8	.

visited by MR. BROGAN—continued.

Description of Farm.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	School.
Poor clay soil, partially improved.	Adequate; bad repair.	19:3, 30:7, 16:11	Only commencing operations.	£ s. d. No account.	First year of connexion.	ORDINARY—continued. Steenpark.
Part poor clay; part reclaimed bog; mountain heath.	Adequate; fair repair.	5:4, 37:9	Fairly efficient and progressing.	P.19 8 11	—	MODEL. Templedonglas.
Gravelly loam.	Do. . .	7:6, 15:9	Do. . .	P.24 2 3	—	ORDINARY. Tamlakey.
Do. . .	Adequate; middling repair.	19:1, 30:6, 5:11	Tolerably efficient.	P.52 0 7	—	Terman.
Part reclaimed bog; part rocky mountain pasture.	Inadequate; bad repair.	28:3, 13:7, 2:11	Do. . .	P.34 9 8	—	Tallycannon.
Clay loam.	Adequate; fair repair.	14:6, 22:9	Do. . .	P.10 10 9	—	Tooban.
Part clay loam; part bog partially reclaimed.	Do. . .	3:5, 23:8, 15:12	Fairly efficient.	P.67 18 1	—	Tabber.
Clay loam.	Do. . .	24:5, 31:8, 23:12	Do. . .	P.12 18 0	—	Twinliffehouse.
Do. . .	Adequate; middling repair.	13:1, 33:6, 11:8	Efficient.	P.15 5 2	—	Thermogham.
Part gravelly soil; part moory.	Do. . .	12:3, 10:10	Only commencing operation.	No balance sheet.	First year of connexion.	Turlough.
Part clay soil; part reclaimed bog.	Inadequate; bad repair.	12:7, 22:11	Do. . .	Do. . .	Do. . .	Tullyclewain.
Very heavy clay soil, thorough drained and improved.	Adequate; in good repair.	7:4, 3:6, 9:9	Fairly efficient and progressing.	L.76 8 6	—	MODEL. Ulster (Balfast).
Poor clay soil.	Do. . .	5:6, 31:12	Fairly efficient.	P. 7 5 19	—	Woodstock.
Gravelly soil.	Do. . .	8:2, 1:7, 4:11	Satisfactory.	P.28 12 3	—	Woodpale.
Clay loam.	Inadequate; middling repair.	24:6, 5:10	Only commencing operation.	P.14 14 5	—	ORDINARY. Williamstown.

## III.—AGRICULTURAL

School.	County.	Enrol.	Live Stock.					Farms.				
			Cattle.	Sheep.	Pigs.	Poultry.	Daughter Animals.	Boarding.		Day Pupils.		
								Free.	Pay.	On Roll of School.	Average Attendance.	Average Attendance of Pupil Teachers.
		A. B. P.										
Ballasluena, . . .	Clare, . . .	6 2 1	9	12	2	36	2	.	.	69	44	56
Ballygloss, . . .	Kilkenny, . . .	3 3 24	10	10	1	16	1	.	.	55	28	28
Ballysaggart, . . .	Waterford, . . .	12 0 0	6	.	3	14	1	.	.	81	24	27
Onirsherklin, . . .	Clare, . . .	20 0 0	4	.	12	30	1	.	.	121	53	61
Clonkeen, . . .	Cork, . . .	8 0 0	9	8	.	30	1	.	.	105	52	26
Clonmore, . . .	Kilkenny, . . .	3 1 0	3	.	.	.	1	.	.	84	37	30
Derrycastle, . . .	Tipperary, . . .	18 1 22	5	13	3	15	1	.	.	71	30	27
Dorroendarragh, . . .	Kerry, . . .	4 0 0	4	.	2	24	1	.	.	134	62	54
Dromandoora, . . .	Clare, . . .	24 0 0	8	3	4	30	1	.	.	16	28	28
Dunmanway, . . .	Cork, . . .	12 0 0	3	6	.	.	1	6- 1 1	p.r.	145	69	18
Farraly, . . .	Do. . . .	48 3 8	2	35	19	4	1	School	Inoperative			
Peakle, . . .	Clare, . . .	14 2 14	10	5	4	30	1	.	.	172	19	47
Freemount, . . .	Cork, . . .	0 0 0	3	.	4	28	.	.	.	117	73	23
Glandore, . . .	Do. . . .	24 3 8	10	15	11	14	1	.	.	118	48	47
Glongartha, . . .	Waterford, . . .	20 0 0	3	13	13	24	1	1	.	76	53	64
Gormanstown, . . .	Tipperary, . . .	47 2 23	6	21	4	52	4	.	.	134	82	30
Grange, . . .	Waterford, . . .	2 0 0	.	.	.	.	.	.	.	114	56	20
Kildinan, . . .	Cork, . . .	11 2 0	2	.	.	30	1	.	.	67	27	24
Killacolla, . . .	Limerick, . . .	10 0 0	5	.	2	8	1	.	.	121	46	44
Lansdowne, . . .	Kerry, . . .	7 0 0	2	.	3	12	1	.	.	82	31	35



## SCHOOLS visited by MR. BOYLE.

Description of Farms.	Form Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	Schools.
				£ s. d.		
Rocky; reclaimed.	Defective; some improvement.	May and Aug.	Fair; improving.	24 0 3	Profit. Teacher has a great farm in addition to school farm.	Ballanrahan.
Clay soil; medium condition.	Fairly sufficient; not well arranged.	May, July, and Nov.	Do.	11 18 5	Profit. Teacher is not long in charge; he will keep a cow.	Ballygloss.
Reclaimable; moor land.	Fairly sufficient; improved.	March, July, and Nov.	Pretty good; improving.	7 2 3	Profit.	Ballynagart.
Part clay soil, part boggy land.	Extent sufficient; condition not good.	May and Aug.	Fair.	5 19 4	Profit.	Caheraburkin.
Middle class land; much improved.	Extent sufficient; condition fair.	March, June, and Nov.	Very fair.	10 10 4	Profit.	Clonkern.
Good land.	Very good.	May, July, and Nov.	Good.	5 6 8	Profit.	Clonsmore.
Medium soil, much improved.	Do.	April, August, and Nov.	Do.	28 8 2	Profit.	Derrycastle.
Reclaimed bog.	Deficient; a little improved.	Mar. and June.	Very fair; improving.	15 5 0	Profit.	Direendarragh.
Hilly and gravelly.	Defective; improvement promised.	May and Aug.	Not good; some improvement.	21 3 0	Profit.	Dromandora.
Light gravelly land.	Good.	March, June, and Nov.	Good.	10 13 10	Profit.	Dunmanway.
Inferior land.	Do.	April, June, and Nov.	Fair.	94 2 8	Loss.	Farraby.
Good land.	Extent sufficient; condition fair.	May, August, and Nov.	Good.	26 17 4	Profit.	Feakle.
Good land.	Good, for extent.	May, July, and Nov.	Very fair; improving.	20 14 11	Profit.	Freemount.
Medium soil.	Good.	March, June, and Nov.	Good.	12 14 2	Loss.	Glandore.
Do.	Do.	March, July, and Nov.	Farm fair; clean good.	21 6 3	Profit.	Glengarra.
Strong clay soil.	Do.	March, July, and Nov.	Do.	12 0 0	Loss.	Gormanstown.
Medium land.	Defective.	March, June, and Sept.	Good.	7 14 7	Profit.	Grange.
Reclaimed moor and bog.	Fairly sufficient.	March, July, and Sept.	Very fair.	20 0 0	Profit.	Kildisn.
Medium soil.	Fairly suitable; improvement in progress.	July and Nov.	Fair.	8 19 0	Profit. Taken into occupation on 1st January, 1870.	Killacolla.
Reclaimed bog.	Deficient.	Mar. and June	Pretty good.	18 3 2	Profit.	Lansdowne.

## III.—AGRICULTURAL SCHOOLS

SCHOOLS.	County.	Extent.	LIVE STOCK.					FERTILE.					
			Cattle.	Sheep.	Pigs.	Poultry.	Draught Animals.	Bearing.		Day Pupils.			
								Free.	Pay.	On Roll of School.	Average attendance.	Agricultural and Industrial classes.	
		A. B. P.											
Mount Trenchard, .	Limerick, . . .	30 0 0	10	.	7	20	3	1	2	.	.	12	
Moveen, . . .	Clare, . . .	11 0 0	4	.	3	14	2	.	.	26	27	26	
Mungret, . . .	Limerick, . . .	70 3 8	23	15	11	34	3	10-10	P.T. 0	96	16	26	
Munster, . . .	Cork, . . .	120 3 17	47	49	27	26	3	8 1/2	17	Nodyschool			
Newmarket, . .	Do. . . .	15 1 20	3	4	9	45	.	12-13	P.T.	261	104	48	
Farteen, . . .	Clare, . . .	2 1 7	2	.	2	12	1	.	.	331	47	26	
Piltown, . . .	Kilkenny, . . .	8 1 20	2	.	6	.	1	.	.	110	44	20	
Sallybank, . . .	Clare, . . .	14 0 0	2	.	13	32	2	.	.	104	49	61	
Scropul, . . .	Do. . . .	1 2 0	2	.	2	10	on 31/12/70.	1 1/2	76	26	20		
Sneem, . . .	Kerry, . . .	6 0 0	2	.	2	0	.	.	.	217	22	27	
Terryoe, . . .	Limerick, . . .	21 2 21	6	35	10	0	1	.	.	140	24	48	
Tullycrine, . .	Clare, . . .	6 2 25	1	2	.	20	1	.	.	104	40	29	
Whitechurch, . .	Kilkenny, . . .	8 0 15	2	.	4	3	1	.	.	70	22	26	

visited by MR. BOYLE—continued.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	School.
Clay soil, .	Good, . .	May, August, and Nov.	Farm very fair; class not good.	£ s. d. 35 18 0	Profit. No day school on farm.	Mt. Trenchard.
Part clay soil; part reclaimed bog.	Defective, .	May and Aug.	Pretty good.	30 18 7½	Profit.	Moreen.
Strong clay soil.	Very good, .	Apr. July, and Nov.	Good, .	64 10 6½	Profit.	Mungret.
Sandy loam, .	Do. . .	—	—	143 17 11	Profit.	Munster.
Medium land.	Defective, .	May, July, and Nov.	Farm fair; class pretty good.	29 14 0	Profit.	Newmarket.
Good land, .	Fairly suitable.	March, July, and Nov.	Very fair; improving.	1 2 0	Profit.	Parteen.
Do. . .	Good accommodation.	May, July, and Nov.	Very good.	Not available owing to sudden death of teacher.	—	Piltown.
Medium soil, .	Do. . .	March, July, and Nov.	Farm fair; class pretty good.	12 2 11	Profit.	Sallybank.
Boggy land; part reclaimed.	A small cowshed recently built.	May, . . .	Improving.	Not given.	—	Scropeul.
Reclaimed bog and rocky pasture.	Not quite sufficient.	Mar. and June.	Good, .	19 19 7	Profit.	Saeem.
Clay land, .	Good, . .	Apr., July, and Nov.	Do. .	34 1 4	Profit: £ s. d. R.F., 30 10 1 Loss: 12 2 2 G.F., 224 1 4	Tarree.
Reclaimed bog.	Fair accommodation; additional on land.	May and Aug.	Good, .	5 10 8½	Profit.	Tullycrine.
Good land, .	Do. . .	May, July, and Nov.	Farm good; class tolerable.	14 13 7	Profit.	Whitechurch.



APPENDIX H.

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LIST OF SCHOOLS IN OPERATION

ON

31st DECEMBER, 1870;

WITH

SUMMARIES IN COUNTIES AND PROVINCES.

## List of Schools in operation on the 31st December, 1870.—Province of Ulster.

## ULSTER—2,523 Schools.

## COUNTY OF ANTRIM—510 Schools.

Note.—In the column headed "Period or Non-Period," the letters V.T. denote Schools *Period* in *Twelve* V.T.B., those with additional security of Board: V.A., those *Period* in *Commis-*  
*sioners*; A., *Assigned* to *Commissioners*; and B., those *Secured* by *Board* merely. Schools not having any of those letters are "Non-Period." Religious demonstrations of Managers and Teachers  
 are appended thus—R.C., Established Church; Pres., Presbyterian; R.C., Roman Catholic; Pres., Presbyterian; other Protestant Dissenters, Diss.

Number.	Parish.	District.	School.	Voted or Non-Voted.	Religious Demonstration of		Number and Disposition of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, and other Expenses.	All granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Remarks.	
					Charity.	Lay.	Priest.	Aid.	Total.	Average daily.	£ s. d.		£ s. d.	£ s. d.			£ s. d.
1	7068	Aghagallon,	11	Derrymore, m.	E.C.	-	-	-	42	62	20	5 14 8	-	-	24 0 0	0 4 0	Garden free.
2	7855	Do.	-	Derrymore, f.	E.C.	-	-	-	97	97	27	1 0 6	-	-	82 0 0	7 13 6	
3	10067	Do.	-	Do., f.	E.C.	-	-	-	96	48	33	1 17 10	-	-	20 0 0	9 3 10	
4	8802	Aghalee,	-	Aghalee, f.	Pres.	-	-	-	50	73	31	2 13 8	-	-	27 0 0	0 15 0	Garden free.
5	5021	Aghagallon,	4	Ballymena District	Pres.	-	-	-	-	-	100	-	-	-	-	-	
6	5022	Do.	-	Do., m.	Pres.	E.C.	-	-	184	184	73	42 18 4	26 8 4	602 0 4	108 5 7	Garden free.	
7	5023	Do.	-	Do., f.	Pres.	E.C.	-	-	131	131	41	-	-	-	-		-
8	5024	Do.	-	Do., f.	Pres.	E.C.	-	-	67	136	65	2 3 0	-	-	54 10 0		5 8 5
9	5025	Do.	-	Do., f.	Pres.	E.C.	-	-	77	68	37	2 1 9	-	-	34 1 8	8 17 7	Garden free.
10	12231	Do.	-	Do., f.	Pres.	E.C.	-	-	59	66	46	1 16 7	-	-	17 5 0	3 0 0	
11	12232	Do.	-	Do., f.	Pres.	E.C.	-	-	117	82	56	1 10 3	-	-	42 0 0	1 14 10	
12	2076	Do.	-	Do., f.	Pres.	E.C.	-	-	60	32	32	1 0 4	-	-	24 0 0	3 15 2	Garden free.
13	2072	Do.	-	Do., f.	Pres.	E.C.	-	-	151	151	63	5 9 11	-	-	68 18 4	10 16 2	
14	2073	Do.	-	Do., f.	Pres.	E.C.	-	-	131	131	83	-	-	-	4 13 0	4 13 0	
15	2074	Do.	-	Do., f.	Pres.	E.C.	-	-	149	149	55	3 13 6	-	-	65 8 4	17 13 10	Garden free.
16	2075	Do.	-	Do., f.	Pres.	E.C.	-	-	80	48	129	1 0 7	-	-	57 5 0	5 16 0	
17	2071	Do.	-	Do., f.	Pres.	E.C.	-	-	48	40	77	1 0 10	-	-	20 0 0	2 17 0	
18	2076	Do.	-	Do., f.	Pres.	E.C.	-	-	20	32	61	2 7	-	-	38 0 0	0 2 1	Garden free.
19	2077	Do.	-	Do., f.	Pres.	E.C.	-	-	71	143	40	3 3 7	-	-	38 0 0	0 2 1	
20	2078	Do.	-	Do., f.	Pres.	E.C.	-	-	96	100	57	1 5 8	-	-	40 10 0	9 11 0	
21	2079	Do.	-	Do., f.	Pres.	E.C.	-	-	100	100	57	4 10 6	-	-	40 7 9	7 2 9	Garden free.
22	2080	Do.	-	Do., f.	Pres.	E.C.	-	-	74	68	38	4 0 11	-	-	26 8 4	3 17 0	
23	2081	Do.	-	Do., f.	Pres.	E.C.	-	-	43	82	77	38 9 14	-	-	38 10 0	0 0 7	
24	2082	Do.	-	Do., f.	Pres.	E.C.	-	-	68	40	108	1 14 1	-	-	29 10 0	11 6 0	Garden free.
25	2083	Do.	-	Do., f.	Pres.	E.C.	-	-	-	-	-	-	-	-	-	-	
26	2084	Do.	-	Do., f.	Pres.	E.C.	-	-	-	-	-	-	-	-	-	-	



## List of Schools in operation on the 31st December, 1870.—Province of ULSTER: County of ANTRIM—continued.

Number of Scho.	Parish.	School.	Volunt. or Non-Volunt.	Religious Instruction of Pupils		Number and Qualifications of Teachers		Attendance for the Year.		Amount paid for Books, Stationery, and Miscellaneous Fines.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	OBSERVATIONS.
				Chur.	Lar.	Presb.	Angl.	Total	Average Daily		In Block of Books, Stationery, and Apparatus.	In Salaries, Wages, and other Grants.		
								Males.	Females.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
64	Ballybeg,	4 Creality,	v.r.	R.C.	E.C.	R.C.	R.C.	124	90	314	43	13	4	Residence free.
65	Do.	Do.		Pres.		Pres.		46	45	160	—	—	6 7 6	
66	Do.	Do.		Pres.		Pres.		113	113	44	—	—	7 7 7	
67	Do.	Do.		R.C.		R.C.		113	113	38	—	—	8 10 8	
68	Do.	Do.		R.C.		R.C.		—	87	57	—	—	4 2 0	
69	Do.	Do.		R.C.		R.C.		—	37	57	—	—	4 1 11	
70	Do.	Do.		R.C.		R.C.		—	104	152	—	—	0 11 6	
71	Do.	Do.		R.C.		R.C.		—	84	120	—	—	10 19 4	
72	Do.	Do.		R.C.		R.C.		—	100	91	—	—	7 17 2	
73	Do.	Do.		R.C.		R.C.		—	80	91	—	—	7 16 0	
74	Do.	Do.		R.C.		R.C.		—	66	94	—	—	0 9 3	
75	Do.	Do.		R.C.		R.C.		—	69	44	—	—	7 7 0	
76	Do.	Do.		R.C.		R.C.		—	45	57	—	—	12 13 2	
77	Do.	Do.		R.C.		R.C.		—	92	97	—	—	10 0 0	
78	Do.	Do.		R.C.		R.C.		—	33	43	—	—	7 11 6	
79	Do.	Do.		R.C.		R.C.		—	34	34	—	—	1 6 10	
80	Do.	Do.		R.C.		R.C.		—	31	31	—	—	11 13 2	
81	Do.	Do.		R.C.		R.C.		—	123	40	—	—	6 11 6	
82	Do.	Do.		R.C.		R.C.		—	67	67	—	—	44 13 6	
83	Do.	Do.		R.C.		R.C.		—	15	44	—	—	23 0 10	
84	Do.	Do.		R.C.		R.C.		—	66	117	—	—	11 11 0	
85	Do.	Do.		R.C.		R.C.		—	115	110	—	—	19 0 0	
86	Do.	Do.		R.C.		R.C.		—	150	70	—	—	71 16 10	
87	Do.	Do.		R.C.		R.C.		—	114	114	—	—	3 0 1	
88	Do.	Do.		R.C.		R.C.		—	68	68	—	—	—	
89	Do.	Do.		R.C.		R.C.		—	124	124	—	—	—	
90	Do.	Do.		R.C.		R.C.		—	30	37	—	—	—	
91	Do.	Do.		R.C.		R.C.		—	67	67	—	—	—	
92	Do.	Do.		R.C.		R.C.		—	67	67	—	—	—	
93	Do.	Do.		R.C.		R.C.		—	67	67	—	—	—	





## List of Schools in operation on the 31st December, 1870.—Province of ULSTER: County of ANTRIM—continued.

Number.	Parish.	District.	School.	Vested or Non-Vested.	Religious Denominations of Managers or Correspondents.		Number and Religious Denominations of Teachers.		Attendance for the Year.			Amount paid for Salaries, Rent, Apparatus, and other Expenses.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	OBSERVATIONS.
					Church.	Eng.	Presb.	Anglican.	Total number of Pupils within the Year.	Males.	Females.		In Sums for Books, Expenses, and Apparatus.	In Sums, Pensions, and other Gratuities.		
												£ s. d.	£ s. d.	£ s. d.	£ s. d.	Residence free.
135	Carnegie,		Ballygibbert,		Pres.		E.C.		60	40	118	48		32 2 6	9 11 11	
136	Carnegie,		Carnegie, No. 1,		E.C.		E.C.		80	71	150	65		68 18 4	12 0 0	
137	Do.		Do. No. 2,		Pres.		Pres.		70	81	151	72		68 11 8	21 2 0	
138	Do.		Whitehouse, m. day,				Pres.		130		130	56			36 17 9	
139	Do.		Do. . . . .				Pres.		74		74	22		72 0 7	1 14 4	
140	Do.		Do. . . . .				Pres.			104	104	55		60 3 4	0 19 8	
141	Do.		Do. . . . .				Pres.		138	134	272	100		78 5 0	17 7 4	
142	Do.		Do. . . . .				E.C.		123		123	58		20 10 0	20 8 3	
143	Do.		Do. . . . .				E.C.		91	91	182	43		27 3 4	6 10 8	
144	Do.		Ballyvaughan, m.		Pres.		Pres.		75	79	154	59		29 0 0	12 4 3	
145	Do.		Whiteabbey, m. day,				E.C.		276		276	109		101 11 8	20 16 5	
146	Do.		Do. . . . .				E.C.		147		147	83			3 12 0	
147	Do.		Do. . . . .				Pres.		212	212	424	89		73 8 4	10 0 2	
148	Do.		Do. . . . .				E.C.			180	180	84		81 3 4	3 0 10	
149	Do.		Do. . . . .				Pres.		119	135	254	74		53 13 4	12 15 10	
150	Do.		Do. . . . .				Pres.		64	95	159	70				
151	Do.		Do. . . . .				E.C.		151		151	84				
152	Do.		Do. . . . .				E.C.		105	105	210	50		56 4 6	109 15 1	
153	Do.		Do. . . . .				E.C.		65	54	119	62				
154	Do.		Do. . . . .				E.C.		39	31	70	25		17 1 8	0 10 10	
155	Do.		Do. . . . .				E.C.		60	54	114	41		38 0 0	5 14 7	
156	Do.		Do. . . . .				E.C.		78	84	162	53		32 10 0	9 3 11	
157	Do.		Do. . . . .				E.C.		71	83	154	50		31 3 4	7 0 0	
158	Do.		Do. . . . .				E.C.		100	68	168	52		66 16 8	10 0 0	
159	Do.		Do. . . . .				E.C.		129	104	233	82		72 10 8	18 3 8	
160	Do.		Do. . . . .				E.C.		67	87	154	34		59 0 0	2 16 4	
161	Do.		Do. . . . .				E.C.		168	25	193	94				
162	Do.		Do. . . . .				E.C.		70	1	71	24				



## List of Schools in operation on the 31st December, 1870.—Province of ULSTER: County of ANTRIM—continued.

Number.	School.	Parish.	Director.	Voted at Non-Voted.	Religious Instruction of Managers or Corporation.			Sanction and Discontinuation of Teachers.			Attendance for the Year.			Amount paid for Books, Stationery, and Fines.		Amount granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
					Classical.	Lit.	Other.	Private.	Public.	Other.	Total.	Male.	Female.	Books, Stationery, and Fines.	Apprentice.	In School, Private, and Gestation.	In School, Private, and Gestation.		
204	Seymour's-bridge,	Dromael,	-		-	Pres.	-	-	40	43	83	30	30	2 0 7	3 0 0	27 0 0	27 0 0	2 0 0	
205	Ballydonnag,	Do.	-		-	Pres.	-	-	78	70	148	33	33	2 0 0	2 0 0	28 15 0	28 15 0	2 0 0	
206	Maghera,	Do.	-		Pres.	-	-	-	117	73	190	55	55	2 14 6	2 14 6	38 0 0	38 0 0	9 13 0	
207	Tarrygowan,	Do.	-		-	Pres.	-	-	67	48	115	59	59	3 0 7	3 0 7	46 1 8	46 1 8	2 4 0	
208	Caddy,	Do.	-		-	Pres.	-	-	73	63	136	48	48	-	3 0 0	53 13 4	53 13 4	5 16 11	
209	Greggan,	Do.	-		Pres.	-	-	-	82	82	164	24	24	-	3 0 0	23 0 0	23 0 0	1 6 0	
210	Do.	Do.	-		Pres.	-	-	-	63	28	91	22	22	-	3 0 0	23 0 0	23 0 0	1 6 0	
211	Dunmurry,	Do.	-		Pres.	-	-	-	163	-	163	60	60	2 18 2	2 18 2	76 10 0	76 10 0	10 2 8	
212	Do.	Do.	-		Pres.	-	-	-	181	181	362	48	48	4 17 0	4 17 0	63 10 0	63 10 0	10 8 8	
213	Ballydonnag,	Do.	-		R.C.	-	-	-	09	69	134	48	48	2 19 0	2 19 0	47 0 8	47 0 8	11 4 3	
214	Glenavilla,	Do.	-		R.C.	-	-	-	144	86	230	53	53	1 17 6	1 17 6	50 8 8	50 8 8	6 15 6	
215	Ballydonnag,	Do.	-		Pres.	-	-	-	68	37	105	31	31	0 10 0	0 10 0	23 0 0	23 0 0	0 3 3	
216	Garnbeg,	Do.	-		Pres.	-	-	-	89	78	167	49	49	1 7 10	1 7 10	46 0 0	46 0 0	5 2 4	
217	Tullymore,	Do.	-		Pres.	-	-	-	109	73	182	40	40	5 0 2	5 0 2	16 3 0	16 3 0	4 10 4	
218	Lamorebeg,	Do.	-		Pres.	-	-	-	116	52	168	34	34	1 0 1	1 0 1	24 0 0	24 0 0	5 7 1	
219	Killybeg,	Do.	-		Pres.	-	-	-	50	30	170	45	45	2 0 8	2 0 8	43 0 0	43 0 0	11 0 11	
220	Freesons,	Do.	-		Pres.	-	-	-	71	50	120	35	35	3 3 8	3 3 8	32 0 0	32 0 0	2 3 0	
221	Monymusk,	Do.	-		R.C.	-	-	-	91	110	201	32	32	3 18 3	3 18 3	31 10 0	31 10 0	2 8 8	
222	Greggan,	Do.	-		R.C.	-	-	-	68	52	120	48	48	3 5 1	3 5 1	44 13 4	44 13 4	0 1 0	
223	Ballydonnag,	Do.	-		R.C.	-	-	-	82	59	141	30	30	-	-	18 0 0	18 0 0	1 12 11	
224	Ballydonnag,	Do.	-		R.C.	-	-	-	101	73	174	33	33	0 18 0	0 18 0	29 0 0	29 0 0	3 15 9	
225	Dunmurry,	Do.	-		Pres.	-	-	-	43	78	121	22	22	1 13 0	1 13 0	33 0 0	33 0 0	0 13 4	
226	Do.	Do.	-		R.C.	-	-	-	87	62	149	37	37	2 14 0	2 14 0	33 0 0	33 0 0	2 12 3	
227	Do.	Do.	-		Pres.	-	-	-	50	33	113	31	31	-	-	29 0 0	29 0 0	7 12 1	
228	Do.	Do.	-		Pres.	-	-	-	61	39	100	30	30	2 14 6	2 14 6	38 0 0	38 0 0	10 7 8	
229	Ballydonnag,	Do.	-		Pres.	-	-	-	83	45	128	23	23	1 0 7	1 0 7	16 6 8	16 6 8	2 4 0	
230	Do.	Do.	-		R.C.	-	-	-	56	46	102	23	23	-	-	21 10 0	21 10 0	4 8 0	

\* For current  
quarter.  
Terms and avail-  
able for pre-  
vious quarters.



## List of Schools in operation on the 31st December, 1870.—Province of ULSTER.—County of ANTRIM.—continued.

Member.	Parish.	District.	Schooled.	Voted or Not Voted.	Religious Denominations of Teachers.		Number and Sexes of Pupils.		Attendance for the Year.		Amount paid for salaries, rents, &c. as detailed in the Form.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Other various.
					Anglican.	Roman Catholic.	Total number of Pupils on Rolls within the Year.	Average Daily Attendance.	Males.	Females.		In Free schools, or in Aid of Grants.	To Salaries, Rentals, &c.		
2772	Kilwaughter,	8	Kilwaughter, f.	r.f.	Pres.	Pres.	95	52	48	47	£ 1 15 7	£ s. d.	£ s. d.	£ s. d.	Residence free.
2773	Do.	8	Do. f.	r.f.	Pres.	Pres.	43	31	43	43	£ 1 15 7	£ s. d.	£ s. d.	£ s. d.	Do.
2774	Do.	8	Do. f.	r.f.	Pres.	Pres.	44	32	44	44	£ 1 15 7	£ s. d.	£ s. d.	£ s. d.	Do.
2775	Do.	8	Do. f.	r.f.	Pres.	Pres.	103	44	63	103	£ 3 19 0	£ s. d.	£ s. d.	£ s. d.	Do.
2776	Do.	8	Do. f.	r.f.	Pres.	Pres.	44	44	63	103	£ 3 19 0	£ s. d.	£ s. d.	£ s. d.	Do.
2777	Do.	8	Do. f.	r.f.	Pres.	Pres.	61	30	67	138	£ 1 6 10	£ s. d.	£ s. d.	£ s. d.	Do.
2778	Do.	8	Do. f.	r.f.	Pres.	Pres.	55	26	55	88	£ 1 12 2	£ s. d.	£ s. d.	£ s. d.	Do.
2779	Do.	8	Do. f.	r.f.	Pres.	Pres.	252	87	252	252	£ 8 9 3	£ s. d.	£ s. d.	£ s. d.	Do.
2780	Do.	8	Do. f.	r.f.	Pres.	Pres.	130	46	130	130	£ 8 9 3	£ s. d.	£ s. d.	£ s. d.	Do.
2781	Do.	8	Do. f.	r.f.	Pres.	Pres.	127	40	127	127	£ 8 9 3	£ s. d.	£ s. d.	£ s. d.	Do.
2782	Do.	8	Do. f.	r.f.	Pres.	Pres.	103	45	103	103	£ 8 9 3	£ s. d.	£ s. d.	£ s. d.	Do.
2783	Do.	8	Do. f.	r.f.	Pres.	Pres.	46	33	46	46	£ 2 14 8	£ s. d.	£ s. d.	£ s. d.	Do.
2784	Do.	8	Do. f.	r.f.	Pres.	Pres.	94	36	94	94	£ 2 14 8	£ s. d.	£ s. d.	£ s. d.	Do.
2785	Do.	8	Do. f.	r.f.	Pres.	Pres.	63	39	63	63	£ 2 14 8	£ s. d.	£ s. d.	£ s. d.	Do.
2786	Do.	8	Do. f.	r.f.	Pres.	Pres.	121	114	121	121	£ 12 10 0	£ s. d.	£ s. d.	£ s. d.	Do.
2787	Do.	8	Do. f.	r.f.	Pres.	Pres.	103	80	103	103	£ 12 10 0	£ s. d.	£ s. d.	£ s. d.	Do.
2788	Do.	8	Do. f.	r.f.	Pres.	Pres.	76	34	76	76	£ 3 6 4	£ s. d.	£ s. d.	£ s. d.	Do.
2789	Do.	8	Do. f.	r.f.	Pres.	Pres.	43	38	43	43	£ 3 6 4	£ s. d.	£ s. d.	£ s. d.	Do.
2790	Do.	8	Do. f.	r.f.	Pres.	Pres.	93	40	93	93	£ 2 12 10	£ s. d.	£ s. d.	£ s. d.	Do.
2791	Do.	8	Do. f.	r.f.	Pres.	Pres.	47	70	47	47	£ 6 6 11	£ s. d.	£ s. d.	£ s. d.	Do.
2792	Do.	8	Do. f.	r.f.	Pres.	Pres.	105	47	105	105	£ 8 10 7	£ s. d.	£ s. d.	£ s. d.	Do.
2793	Do.	8	Do. f.	r.f.	Pres.	Pres.	13	50	13	50	£ 2 5 0	£ s. d.	£ s. d.	£ s. d.	Do.
2794	Do.	8	Do. f.	r.f.	Pres.	Pres.	41	36	41	41	£ 2 5 0	£ s. d.	£ s. d.	£ s. d.	Do.
2795	Do.	8	Do. f.	r.f.	Pres.	Pres.	106	39	106	106	£ 2 16 6	£ s. d.	£ s. d.	£ s. d.	Do.
2796	Do.	8	Do. f.	r.f.	Pres.	Pres.	100	36	100	100	£ 1 0 0	£ s. d.	£ s. d.	£ s. d.	Do.
2797	Do.	8	Do. f.	r.f.	Pres.	Pres.	136	36	136	136	£ 1 0 0	£ s. d.	£ s. d.	£ s. d.	Do.
2798	Do.	8	Do. f.	r.f.	Pres.	Pres.	104	25	104	104	£ 0 11 0	£ s. d.	£ s. d.	£ s. d.	Do.



## List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of ANTRIM—continued.

Roll Number of School.	Parish.	District.	School.	Verbal or Non-Verbal.	Religious Instruction of Managers or Correspondents.		Number and Designation of Teachers.		Attendance for the Year.		Amount paid for Books, Stationery, and other Expenses.	Aid granted by the Board during the year.		Observations.			
					Quoted.	Log.	Private path.	Public path.	Males.	Females.		Total.	£ s. d.		£ s. d.		
844 3090	Basharkin.	7	Dromore.		Pres.	-	-	Pres.	86	72	158	47	2	11	16	0	
845 3304	Do.	-	Basharkin.		Pres.	-	-	Pres.	98	58	156	35	0	0	7	0	
846 4086	Do.	-	Carrington.		Pres.	-	-	Pres.	57	70	127	41	0	0	7	0	
847 7800	Do.	-	Tamlaght.		R.C.	-	R.C.	R.C.	104	75	179	46	0	12	3	0	
848 7934	Do.	-	Ballygally.		Pres.	-	-	Pres.	119	114	233	62	0	14	2	0	
849 9241	Do.	-	Crushyvenagh.		Pres.	-	-	Pres.	29	66	95	25	0	13	9	0	
850 1681	Do.	-	Ballynashoe.		Pres.	-	-	Pres.	70	61	131	53	0	17	1	0	
851 9372	Basharkin.	9	Ballynashoe.		R.C.	-	-	R.C.	57	61	118	15	0	0	0	0	
852 9107	Do.	-	Do.		R.C.	-	-	R.C.	61	61	122	25	0	0	0	0	
853 0903	Shankill.	9	Belfast District Model m., day.		Com.	N.E.	Pres.	1022	1022	2044	489	0	0	0	0		
854 0904	Do.	-	Do.		Com.	N.E.	Pres.	1022	1022	2044	489	0	0	0	0		
855 0905	Do.	-	Do.		Com.	N.E.	Pres.	1022	1022	2044	489	0	0	0	0		
856 0906	Do.	-	Do.		Com.	N.E.	Pres.	1022	1022	2044	489	0	0	0	0		
857 0907	Do.	-	Do.		Com.	N.E.	Pres.	1022	1022	2044	489	0	0	0	0		
858 9048	Do.	-	Do.		Com.	N.E.	Pres.	1022	1022	2044	489	0	0	0	0		
859 7050	Do.	-	Do.		Com.	N.E.	Pres.	1022	1022	2044	489	0	0	0	0		
860 8050	Do.	-	Do.		Com.	N.E.	Pres.	1022	1022	2044	489	0	0	0	0		
861 17	Do.	-	Do.		Com.	N.E.	Pres.	1022	1022	2044	489	0	0	0	0		
862 14	Do.	-	Do.		Com.	N.E.	Pres.	1022	1022	2044	489	0	0	0	0		
863 902	Do.	-	Do.		Com.	N.E.	Pres.	1022	1022	2044	489	0	0	0	0		



[illegible]

List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Antrim—continued.

School Number.	Parish.	District.	School.	Volunt. or Non-Volunt.	Religious Instruction		Number and Description of Tenants.		Attendance for the Year.			Amount paid for Teachers' Salaries and other Expenses.		Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
					Church.	Lay.	Patrol.	Adults.	Total number of Pupils on Rolls within the Year.	Males.	Females.	Total.	£ s. d.	£ s. d.	£ s. d.		
303 8021	Shankill,	8	Shankill-street, i.		Pres.		Pres.	Pres.	70	95	165	41	1 0 9	—	—	£ s. d.	Closed entire year.
304 7423	Do.		Eglinton, . day.		Pres.		Pres.	Pres.	284	181	465	178	23 14 0	—	—	13 0 0	
305 7634	Do.		Do. . . . .		Pres.		Pres.	Pres.	138	93	230	63	1 15 6	—	—	80 12 3	Residence free.
306 7630	Do.		Union-place, day.		Pres.		Pres.	Pres.	127	142	269	112	0 16 0	—	—	17 17 10	
307 7632	Do.		Do. . . . .		Pres.		Pres.	Pres.	7	135	142	26	—	—	—	1 7 9	Residence.
308 7716	Do.		Faherrick-pl., day.		Pres.		Pres.	Pres.	97	100	205	73	—	—	—	14 5 11	
309 7716	Do.		Do. . . . .		Pres.		Pres.	Pres.	67	47	114	40	1 19 3	—	—	17 13 2	Residence free.
310 7847	Do.		Malena, . . .		Pres.		Pres.	Pres.	156	102	258	64	9 10 10	—	—	7 16 0	
400 9124	Do.		North Thomas-st.		Pres.		Pres.	Pres.	116	131	247	75	3 0 5	—	—	14 8 3	Residence.
401 8063	Do.		Do. . . . .		Pres.		Pres.	Pres.	73	96	169	50	4 7 4	—	—	14 12 1	
402 8065	Do.		Lodge Mill, . day.		Pres.		Pres.	Pres.	47	10	63	20	—	—	—	13 16 0	Residence.
403 8121	Do.		Do. . . . .		Pres.		Pres.	Pres.	111	108	219	65	9 16 5	—	—	4 7 1	
404 8169	Do.		Springfield, . .		Pres.		Pres.	Pres.	66	22	88	31	1 14 5	—	—	25 10 7	Residence free.
405 8255	Do.		Nelson-street, .		Pres.		Pres.	Pres.	58	61	119	57	—	—	—	6 10 11	
406 8318	Do.		Do. . . . .		Pres.		Pres.	Pres.	322	135	447	200	34 3 10	—	—	4 5 11	Residence.
407 8384	Do.		Linen Hall-st., day.		Pres.		Pres.	Pres.	183	99	282	46	—	—	—	117 5 5	
408 8480	Do.		Do. . . . .		Pres.		Pres.	Pres.	119	133	252	93	11 5 0	—	—	15 14 1	Residence.
409 8486	Do.		Legonell, No. 2, .		Pres.		Pres.	Pres.	—	—	—	—	—	—	—	90 0 3	
410 8419	Do.		Old Lodge-wood, day.		Pres.		Pres.	Pres.	257	—	257	84	4 11 8	—	—	23 5 9	Residence free.
411 8432	Do.		Do. . . . .		Pres.		Pres.	Pres.	171	—	171	98	—	—	—	0 6 2	
412 8433	Do.		Do. . . . .		Pres.		Pres.	Pres.	173	173	346	108	1 7 0	—	—	17 3 2	Residence.
413 8434	Do.		Do. . . . .		Pres.		Pres.	Pres.	163	103	266	94	—	—	—	13 9 4	
414 8435	Do.		Do. . . . .		Pres.		Pres.	Pres.	100	90	190	65	—	—	—	13 9 4	Residence.
415 8436	Do.		Do. . . . .		Pres.		Pres.	Pres.	68	481	549	104	9 0 8	—	—	75 1 0	
416 8437	Do.		Campbell's-room, .		Pres.		Pres.	Pres.	900	145	1045	18	—	—	—	17 0 4	Residence.
417 8438	Do.		Blackstaff, . day.		Pres.		Pres.	Pres.	90	46	136	16	—	—	—	3 2 8	
418 8439	Do.		Do. . . . .		Pres.		Pres.	Pres.	56	50	106	20	—	—	—	6 0 7	Residence.
419 8440	Do.		Chancery-street, .		Pres.		Pres.	Pres.	—	—	—	—	—	—	—	3 2 8	



List of Schools in operation on the 31st December, 1870.—Province of ULSTER: County of ANTRIM—continued.

Number.	Parish.	District.	School.	Verbal or Written.	Endowment of Manager or Corporation.		Number and Religious Denomination of Teachers.		Attendance for the Year.		Amount paid for books, Apparatus, and incidental Prizes.	Amount granted by the Board during the year.		Amount of Local Emoluments received in Aid of Salary.	OBSERVATIONS.
					Chartered.	Unchartered.	Class.	Other.	Males.	Females.		In Free Schools, and in Religious and Charitable.	In Religious, and in Charitable.		
445	9479	Shankill.	Shankill road, L.	Pres.	Pres.	Pres.	Pres.	Pres.	191	100	291	09	1 0 6	£ s. d.	School closed—no returns.
446	9484	Do.	Winclemere-street, M.L.	Pres.	Pres.	Pres.	Pres.	Pres.	51	143	194	73	3 2 8	11 3 11	
447	9718	Do.	Milford-st., m. day, avg.	R.C.	R.C.	R.C.	R.C.	R.C.	437	—	437	92	5 11 3	25 9 10	
448	9723	Do.	Do. . . . .	Pres.	Pres.	Pres.	Pres.	Pres.	169	148	317	82	—	8 6 7	
449	9767	Do.	Wendy-plaza, . . .	Pres.	Pres.	Pres.	Pres.	Pres.	137	252	389	66	1 16 0	12 18 4	
450	9770	Do.	Leeson-street, . . .	R.C.	R.C.	R.C.	R.C.	R.C.	77	327	404	107	2 17 6	43 3 10	
451	9776	Do.	St. George's, . . .	R.C.	R.C.	R.C.	R.C.	R.C.	138	121	259	102	5 8 9	43 3 10	
452	9778	Do.	Fontaine-sq., day, avg.	Pres.	Pres.	Pres.	Pres.	Pres.	12	46	118	26	1 7 0	43 3 10	
453	9779	Do.	Tennant-st., day, avg.	Pres.	Pres.	Pres.	Pres.	Pres.	187	159	346	86	4 10 11	5 3 7	
454	9789	Do.	Do. . . . .	Pres.	Pres.	Pres.	Pres.	Pres.	171	106	276	90	—	103 13 4	
455	9790	Do.	St. Ann's Parochial, m.	R.C.	R.C.	R.C.	R.C.	R.C.	308	—	308	81	3 15 7	25 0 0	School closed—no returns.
456	9791	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	80	—	80	34	—	12 0 0	
457	9792	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	132	—	132	62	—	12 0 0	
458	9793	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	81	—	81	21	—	1 16 11	
459	9794	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	333	—	333	70	5 10 4	15 1 0	
460	9795	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	168	—	168	80	1 15 1	15 14 8	
461	9796	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	199	—	199	63	4 10 8	13 10 1	
462	9797	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	365	—	365	95	5 9 10	19 15 9	
463	9798	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	73	—	73	23	—	8 11 9	
464	9799	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	53	—	53	14	1 10 10	0 15 3	
465	9800	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	61	—	61	14	—	1 3 2	
466	9801	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	431	—	431	109	7 7 0	29 0 0	School closed—no returns.
467	9802	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	145	—	145	36	—	5 19 8	
468	9803	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	10	—	10	91	1 7 0	17 17 9	
469	9804	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	—	—	—	92	—	4 4 0	School closed—no returns.
470	9805	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	—	—	—	92	—	4 4 0	
471	9806	Do.	Do. . . . .	R.C.	R.C.	R.C.	R.C.	R.C.	—	—	—	92	—	4 4 0	



## List of Schools in operation on the 31st December, 1870.—Province of ULSTER: County of ARMAH—continued.

Member.	Parish.	District.	School.	Vested or Non-Vested.	Teacher or Manager of Convent.	Number and Description of Teachers.	Attendance for the Year.			Amount paid for fuel, Repairs, and other Prizes.	Amount paid to the Board during the year.			Amount of Local Endowments received in Aid of Salary.	OBSERVATIONS.
							Total number of Pupils as Returns for the Year.	Males.	Females.		£ s. d.	£ s. d.	£ s. d.		
301	Tickmacrean.	4	Feystown.	v.r.	R.C.	R.C.	63	69	124	35	—	—	—	—	Garden free. School and other taken from speakers' report.
302	Do.	—	Knockstaken.	—	R.C.	Pres.	69	54	123	26	—	—	—	—	
303	Do.	—	Carahallagh.	—	R.C.	Pres.	70	62	132	54	1 7 0	32 0 0	0 18 4	—	
304	Do.	—	Glennagh.	—	R.C.	Pres.	50	47	97	53	2 11 10	49 5 0	13 0 0	—	
305	Do.	—	Do.	m.	R.C.	Pres.	107	95	202	82	1 14 1	42 10 0	8 0 1	—	
306	Do.	—	Do.	l.	R.C.	Pres.	—	—	—	—	—	32 18 4	23 1 0	—	
307	Do.	—	Do.	l.	R.C.	Pres.	—	—	—	—	—	41 16 8	13 19 11	—	
308	Do.	—	Longfield.	—	R.C.	Pres.	—	—	—	—	—	37 13 4	18 7 7	—	
309	Do.	—	Dundrod.	m.	R.C.	Pres.	—	—	—	—	—	33 5 0	10 13 5	—	
310	Do.	—	Bodro.	—	R.C.	Pres.	—	—	—	—	—	40 1 8	14 12 5	—	
Total for County Antrim, 510,							47,465	45,570	93,035	25,137	151 16 10	25,174 10 1	7,206 17 11	—	Garden free. School and other taken from speakers' report.
1	Armagh.	16	Do.	v.r.	R.C.	R.C.	227	—	227	66	1 15 0	48 10 8	5 10 4	—	
2	Do.	—	Do.	v.r.	R.C.	R.C.	—	312	312	77	0 15 5	82 0 8	5 13 5	—	
3	Do.	—	Do.	—	R.C.	R.C.	61	91	152	59	3 6 0	33 10 8	18 0 0	—	
4	Do.	—	Do.	—	R.C.	R.C.	101	69	170	73	9 1 9	82 10 0	34 7 3	—	
5	Do.	—	Do.	—	R.C.	R.C.	67	53	120	53	1 8 0	27 0 0	1 2 0	—	
6	Do.	—	Do.	—	R.C.	R.C.	104	99	203	88	3 0 7	31 0 0	11 0 0	—	
7	Do.	—	Do.	—	R.C.	R.C.	57	40	97	51	4 13 1	51 3 4	10 10 0	—	
8	Do.	—	Do.	—	R.C.	R.C.	55	40	95	51	3 0 9	52 0 0	6 0 0	—	
9	Do.	—	Do.	—	R.C.	R.C.	—	268	268	130	3 10 7	91 0 6	3 0 0	—	
10	Do.	—	Do.	—	R.C.	R.C.	87	73	160	73	0 3 11	—	—	—	Residence garden free.
11	Do.	—	Do.	—	R.C.	R.C.	119	93	212	40	3 1 8	33 15 0	10 0 3	—	
12	Do.	—	Do.	—	R.C.	R.C.	—	—	—	—	—	27 0 0	11 8 5	—	
13	Do.	—	Do.	—	R.C.	R.C.	56	47	103	50	1 12 4	94 0 0	0 28 8	—	
14	Do.	—	Do.	—	R.C.	R.C.	108	—	108	47	4 3 8	58 0 3	22 0 11	—	
15	Do.	—	Do.	—	R.C.	R.C.	—	—	—	—	—	—	—	—	
16	Do.	—	Do.	—	R.C.	R.C.	—	—	—	—	—	—	—	—	
17	Do.	—	Do.	—	R.C.	R.C.	—	—	—	—	—	—	—	—	
18	Do.	—	Do.	—	R.C.	R.C.	—	—	—	—	—	—	—	—	
19	Do.	—	Do.	—	R.C.	R.C.	—	—	—	—	—	—	—	—	

## COUNTY OF ARMAH—301 SCHOOLS.

Member.	Parish.	District.	School.	Vested or Non-Vested.	Teacher or Manager of Convent.	Number and Description of Teachers.	Attendance for the Year.			Amount paid for fuel, Repairs, and other Prizes.	Amount paid to the Board during the year.			Amount of Local Endowments received in Aid of Salary.	OBSERVATIONS.
							Total number of Pupils as Returns for the Year.	Males.	Females.		£ s. d.	£ s. d.	£ s. d.		
1	Armagh.	16	Do.	v.r.	R.C.	R.C.	227	—	227	66	1 15 0	48 10 8	5 10 4	—	Residence garden free.
2	Do.	—	Do.	v.r.	R.C.	R.C.	—	312	312	77	0 15 5	82 0 8	5 13 5	—	
3	Do.	—	Do.	—	R.C.	R.C.	61	91	152	59	3 6 0	33 10 8	18 0 0	—	
4	Do.	—	Do.	—	R.C.	R.C.	101	69	170	73	9 1 9	82 10 0	34 7 3	—	
5	Do.	—	Do.	—	R.C.	R.C.	67	53	120	53	1 8 0	27 0 0	1 2 0	—	
6	Do.	—	Do.	—	R.C.	R.C.	104	99	203	88	3 0 7	31 0 0	11 0 0	—	
7	Do.	—	Do.	—	R.C.	R.C.	57	40	97	51	4 13 1	51 3 4	10 10 0	—	
8	Do.	—	Do.	—	R.C.	R.C.	55	40	95	51	3 0 9	52 0 0	6 0 0	—	
9	Do.	—	Do.	—	R.C.	R.C.	—	268	268	130	3 10 7	91 0 6	3 0 0	—	
10	Do.	—	Do.	—	R.C.	R.C.	87	73	160	73	0 3 11	—	—	—	Do.
11	Do.	—	Do.	—	R.C.	R.C.	119	93	212	40	3 1 8	33 15 0	10 0 3	—	
12	Do.	—	Do.	—	R.C.	R.C.	—	—	—	—	—	27 0 0	11 8 5	—	
13	Do.	—	Do.	—	R.C.	R.C.	56	47	103	50	1 12 4	94 0 0	0 28 8	—	
14	Do.	—	Do.	—	R.C.	R.C.	108	—	108	47	4 3 8	58 0 3	22 0 11	—	
15	Do.	—	Do.	—	R.C.	R.C.	—	—	—	—	—	—	—	—	
16	Do.	—	Do.	—	R.C.	R.C.	—	—	—	—	—	—	—	—	
17	Do.	—	Do.	—	R.C.	R.C.	—	—	—	—	—	—	—	—	
18	Do.	—	Do.	—	R.C.	R.C.	—	—	—	—	—	—	—	—	
19	Do.	—	Do.	—	R.C.	R.C.	—	—	—	—	—	—	—	—	



## List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Antrim—continued.

Number.	Parish.	School.	District.	Verbal or Non-Verbal.	Religious Instruction of Communicants.		Number and Designation of Teachers.		Attendance for the Year.		Amount paid for Books, Expenses, and Salaries at End of Term.		Aid granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	Qualifications.		
					Classical.	Log.	Private.	Public.	Males.	Females.	Total.	Attendance for the Year.	£.	s.	d.	£.	s.	d.	
55	Derrynease,	Lisles,	16	v.c.	Pres.	-	Pres.	E.C.	85	60	151	35	4	17	2	7	11	0	Residence free.
56	Do.	Derrynease, m.	-	-	E.C.	-	E.C.	E.C.	107	182	197	60	3	19	11	1	2	0	Do.
57	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	-	88	82	50	2	18	2	2	3	0	Do.
58	Do.	Malden, f.	-	-	E.C.	-	E.C.	E.C.	63	50	115	17	2	18	2	0	3	0	Do.
59	Do.	Maguery, Killynery.	-	-	Pres.	-	Pres.	Pres.	63	43	95	40	2	18	4	0	12	0	Do.
60	Do.	Temple, f.	-	-	Pres.	-	Pres.	E.C.	87	70	157	53	2	10	0	0	10	0	Do.
61	Do.	Derrynease, f.	-	-	E.C.	-	E.C.	E.C.	70	40	119	49	2	10	0	0	10	0	Do.
62	Do.	Lisles, m.	-	-	E.C.	-	E.C.	E.C.	93	95	188	55	1	10	1	0	10	0	Do.
63	Do.	Tullymore, m.	-	-	E.C.	-	E.C.	E.C.	130	129	259	91	2	0	8	3	1	0	Do.
64	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	57	49	106	73	3	7	9	17	1	0	Do.
65	Do.	Cavanagh, f.	-	-	E.C.	-	E.C.	E.C.	79	63	141	68	3	0	0	3	18	0	Do.
66	Do.	Malden, No. 2.	-	-	E.C.	-	E.C.	E.C.	81	75	156	68	2	14	0	0	10	0	Do.
67	Do.	Tullymore, f.	-	-	E.C.	-	E.C.	E.C.	118	115	233	83	0	7	5	17	1	0	Do.
68	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	202	202	404	47	3	14	7	0	10	0	Do.
69	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	125	81	216	50	1	12	11	7	0	1	Do.
70	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	121	118	239	63	4	0	1	3	0	11	Do.
71	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	100	89	189	44	3	2	7	0	10	0	Do.
72	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	75	47	122	44	1	1	3	0	10	0	Do.
73	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	94	96	190	68	—	—	—	0	10	0	Do.
74	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	—	—	—	13	—	—	—	0	10	0	Do.
75	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	100	114	214	40	2	18	0	11	18	2	Do.
76	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	292	292	584	64	1	15	7	0	10	0	Do.
77	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	179	179	358	48	1	15	8	0	10	0	Do.
78	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	167	167	334	43	1	7	9	0	10	0	Do.
79	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	63	63	126	25	1	12	4	0	10	0	Do.
80	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	78	78	156	27	2	14	10	12	10	10	Do.
81	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	91	91	182	39	3	17	6	15	5	6	Do.
82	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	203	203	406	64	2	7	9	0	10	0	Do.
83	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	219	219	438	83	8	15	1	4	10	0	Do.
84	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	135	135	270	68	—	—	—	0	10	0	Do.
85	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	—	—	—	—	—	—	—	0	10	0	Do.
86	Do.	Do.	-	-	E.C.	-	E.C.	E.C.	—	—	—	—	—	—	—	0	10	0	Do.



	Do.	f. day. eng.	f. l.	Pres.	Dist.	Pres.	R.E.C.		297	142	297	142	53	8	10	8	—	75	18	0	{	51	7	3	
87	02571	Do.	Do.	Do.	Do.	Do.	Do.	Do.	111	134	297	142	104	—	—	—	3	0	8	0	0	0	0	0	7
88	0000	Do.	Do.	Do.	Do.	Do.	Do.	Do.	255	209	297	142	80	—	—	—	—	—	—	0	0	0	0	0	7
89	1116	Do.	Do.	Do.	Do.	Do.	Do.	Do.	79	84	297	142	55	—	—	—	—	—	—	0	0	0	0	0	7
90	0784	Do.	Do.	Do.	Do.	Do.	Do.	Do.	197	104	297	142	27	—	—	—	—	—	—	0	0	0	0	0	7
91	1116	Do.	Do.	Do.	Do.	Do.	Do.	Do.	200	217	297	142	55	—	—	—	—	—	—	0	0	0	0	0	7
92	1354	Do.	Do.	Do.	Do.	Do.	Do.	Do.	192	102	297	142	00	—	—	—	—	—	—	0	0	0	0	0	7
93	2702	Do.	Do.	Do.	Do.	Do.	Do.	Do.	—	—	297	142	51	—	—	—	—	—	—	0	0	0	0	0	7
94	4729	Do.	Do.	Do.	Do.	Do.	Do.	Do.	—	—	297	142	134	—	—	—	—	—	—	0	0	0	0	0	7
95	4790	Do.	Do.	Do.	Do.	Do.	Do.	Do.	—	—	297	142	00	—	—	—	—	—	—	0	0	0	0	0	7
96	0944	Do.	Do.	Do.	Do.	Do.	Do.	Do.	—	—	297	142	00	—	—	—	—	—	—	0	0	0	0	0	7
97	5310	Do.	Do.	Do.	Do.	Do.	Do.	Do.	—	—	297	142	00	—	—	—	—	—	—	0	0	0	0	0	7
98	02600	Do.	Do.	Do.	Do.	Do.	Do.	Do.	—	—	297	142	00	—	—	—	—	—	—	0	0	0	0	0	7
99	121	Do.	Do.	Do.	Do.	Do.	Do.	Do.	87	178	297	142	134	—	—	—	—	—	—	0	0	0	0	0	7
100	122	Do.	Do.	Do.	Do.	Do.	Do.	Do.	86	90	297	142	53	—	—	—	—	—	—	0	0	0	0	0	7
101	4357	Do.	Do.	Do.	Do.	Do.	Do.	Do.	177	108	297	142	87	—	—	—	—	—	—	0	0	0	0	0	7
102	10294	Do.	Do.	Do.	Do.	Do.	Do.	Do.	43	41	297	142	32	—	—	—	—	—	—	0	0	0	0	0	7
103	7141	Do.	Do.	Do.	Do.	Do.	Do.	Do.	104	70	297	142	69	—	—	—	—	—	—	0	0	0	0	0	7
104	10804	Do.	Do.	Do.	Do.	Do.	Do.	Do.	70	68	297	142	94	—	—	—	—	—	—	0	0	0	0	0	7
105	8108	Do.	Do.	Do.	Do.	Do.	Do.	Do.	104	67	297	142	45	—	—	—	—	—	—	0	0	0	0	0	7
106	10406	Do.	Do.	Do.	Do.	Do.	Do.	Do.	70	68	297	142	45	—	—	—	—	—	—	0	0	0	0	0	7
107	9075	Do.	Do.	Do.	Do.	Do.	Do.	Do.	59	57	297	142	64	—	—	—	—	—	—	0	0	0	0	0	7
108	10312	Do.	Do.	Do.	Do.	Do.	Do.	Do.	86	56	297	142	24	—	—	—	—	—	—	0	0	0	0	0	7
109	2778	Do.	Do.	Do.	Do.	Do.	Do.	Do.	31	37	297	142	64	—	—	—	—	—	—	0	0	0	0	0	7
110	2908	Do.	Do.	Do.	Do.	Do.	Do.	Do.	100	95	297	142	43	—	—	—	—	—	—	0	0	0	0	0	7
111	3971	Do.	Do.	Do.	Do.	Do.	Do.	Do.	13	55	297	142	43	—	—	—	—	—	—	0	0	0	0	0	7
112	4324	Do.	Do.	Do.	Do.	Do.	Do.	Do.	52	44	297	142	21	—	—	—	—	—	—	0	0	0	0	0	7
113	7181	Do.	Do.	Do.	Do.	Do.	Do.	Do.	40	44	297	142	21	—	—	—	—	—	—	0	0	0	0	0	7
114	7584	Do.	Do.	Do.	Do.	Do.	Do.	Do.	211	173	297	142	71	—	—	—	—	—	—	0	0	0	0	0	7
115	7647	Do.	Do.	Do.	Do.	Do.	Do.	Do.	97	75	297	142	58	—	—	—	—	—	—	0	0	0	0	0	7
116	0640	Do.	Do.	Do.	Do.	Do.	Do.	Do.	—	—	297	142	70	—	—	—	—	—	—	0	0	0	0	0	7
117	5394	Do.	Do.	Do.	Do.	Do.	Do.	Do.	173	105	297	142	92	—	—	—	—	—	—	0	0	0	0	0	7
118	5829	Do.	Do.	Do.	Do.	Do.	Do.	Do.	164	108	297	142	50	—	—	—	—	—	—	0	0	0	0	0	7
119	9034	Do.	Do.	Do.	Do.	Do.	Do.	Do.	54	38	297	142	34	—	—	—	—	—	—	0	0	0	0	0	7
120	4286	Do.	Do.	Do.	Do.	Do.	Do.	Do.	120	84	297	142	58	—	—	—	—	—	—	0	0	0	0	0	7
121	4004	Do.	Do.	Do.	Do.	Do.	Do.	Do.	45	45	297	142	27	—	—	—	—	—	—	0	0	0	0	0	7
122	0161	Do.	Do.	Do.	Do.	Do.	Do.	Do.	45	45	297	142	27	—	—	—	—	—	—	0	0	0	0	0	7
123	1206	Do.	Do.	Do.	Do.	Do.	Do.	Do.	45	45	297	142	27	—	—	—	—	—	—	0	0	0	0	0	7
124	5831	Do.	Do.	Do.	Do.	Do.	Do.	Do.	70	62	297	142	53	—	—	—	—	—	—	0	0	0	0	0	7
		Do.	Do.	Do.	Do.	Do.	Do.	Do.	58	58	297	142	50	—	—	—	—	—	—	0	0	0	0	0	7
		Do.	Do.	Do.	Do.	Do.	Do.	Do.	113	105	297	142	45	—	—	—	—	—	—	0	0	0	0	0	7
		Do.	Do.	Do.	Do.	Do.	Do.	Do.	83	—	297	142	34	—	—	—	—	—	—	0	0	0	0	0	7
		Do.	Do.	Do.	Do.	Do.	Do.	Do.	—	—	297	142	33	—	—	—	—	—	—	0	0	0	0	0	7





List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Antrim—continued.

School Number.	Parish.	District.	School.	Religion of Manager or Proprietor.	Religion of Teachers.		Attendance for the Year.			Amount paid for Teachers' Salaries, as follows:—	Aid granted by the Board during the year.		Observations.
					Choral.	Ecc.	Males.	Females.	Total.		In Free-school of Black, and other Applications.	In-School, Pension, and other Grants.	
183	Tynan.	10	Middleton, m.	R.C.	R.C.	R.C.	159	—	159	£ s. d.	£ s. d.	£ s. d.	Residence free
184	Do.	—	Do. f.	R.C.	R.C.	R.C.	—	134	134	2 15 4	—	30 15 4	Do. and son of back.
185	Do.	—	Manooney, f.	R.C.	R.C.	R.C.	62	41	103	2 9 8	—	43 0 0	Residence free
186	Do.	—	Lalor, f.	R.C.	R.C.	R.C.	32	36	68	1 0 9	—	58 14 4	Do.
187	Terraghagh, m.	18	Craxagh, m.	R.C.	R.C.	R.C.	69	65	134	2 10 7	—	22 3 4	Do.
188	Do.	—	Millera, m.	R.C.	R.C.	R.C.	63	41	107	3 8 8	—	30 0 0	Do.
189	Do.	—	Terraghagh, No. 2, m.	R.C.	R.C.	R.C.	56	42	98	2 10 11	—	15 0 0	Do.
190	Tynan, m.	—	Drumhillary, m.	R.C.	R.C.	R.C.	32	51	83	0 10 11	5 0 0	31 0 8	Do.
191	Do.	—	Do. f.	R.C.	R.C.	R.C.	—	—	—	1 13 6	5 0 0	—	Do.
Total for County Antrim, 201.											110 11 0	0 221 10 0	£ 303 0 1

  

COUNTY OF CAVAN—233 Schools.													
1	198	Anagh, m.	28	Deerlaney, m.	R.C.	R.C.	136	70	206	61	2 0 11	—	58 0 0
2	199	Do.	—	Do. f.	R.C.	R.C.	133	—	133	27 0 11	—	37 0 0	Do.
3	200	Do.	—	Do. f.	R.C.	R.C.	133	—	133	27 0 11	—	37 0 0	Do.
4	201	Do.	—	Do. f.	R.C.	R.C.	111	73	184	50 0 11	—	31 10 0	Do.
5	202	Do.	—	Do. f.	R.C.	R.C.	84	53	137	1 0 8	—	24 0 0	Do.
6	203	Do.	—	Do. f.	R.C.	R.C.	103	—	103	1 0 8	—	24 0 0	Do.
7	204	Do.	—	Do. f.	R.C.	R.C.	77	167	244	1 16 0	—	41 3 4	Do.
8	205	Do.	—	Do. f.	R.C.	R.C.	76	43	119	1 13 1	—	31 5 0	Do.
9	206	Do.	—	Do. f.	R.C.	R.C.	103	—	103	1 7 5	—	39 0 0	Do.
10	207	Do.	—	Do. f.	R.C.	R.C.	47	—	47	1 8 0	—	33 10 0	Do.
11	208	Do.	—	Do. f.	R.C.	R.C.	—	104	104	1 7 7	—	20 0 0	Do.
12	209	Do.	—	Do. f.	R.C.	R.C.	50	53	103	—	—	—	Do.
Total for County Cavan, 233.											110 11 0	0 221 10 0	£ 303 0 1

[illegible]

## List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Cavan—continued.

Member.	Parish.	District.	School.	Vested or Non-Vested.	Religious Denominations Maintained or Governed.		Number and Transactions of Teachers.		Attendance for the Year.			Amount paid for Salaries, Apprentices, at Reduced Fees.		Aid granted by the Board during the year.		Amount of Local Burdens received in Aid of Salary.	Observations.
					Chapel.	Other.	Prised pols.	Un- paid.	Total number of Pupils on Rolls within the Year.	Males.	Females.			In Free School, at Reduced Fees, Apprentices.	In Salaries, Fees, and other Gratuities.		
87	1824	Crossmolough,	Kilnakeel,	A.	R.C.	R.C.	R.C.	R.C.	31	77	108	43	£ s. d.	£ s. d.	£ s. d.	£ s. d.	Residence free.
88	3742	Do.	Cullow,		R.C.	R.C.	R.C.	R.C.	140	70	316	86	2 0 4	—	20 0 0	1 5 6	Do.
89	3743	Do.	Leahurst,		R.C.	R.C.	R.C.	R.C.	117	—	117	38	9 11 9	—	29 0 0	7 8 0	Do.
90	3744	Do.	Do.		R.C.	R.C.	R.C.	R.C.	—	104	104	40	—	—	31 13 4	8 17 0	Do.
91	6460	Do.	Drumilly,		R.C.	R.C.	R.C.	R.C.	167	—	167	69	1 14 10	—	38 9 0	4 18 0	Do.
92	6411	Do.	Do.		R.C.	R.C.	R.C.	R.C.	192	192	192	63	2 9 3	—	45 0 0	8 17 0	Do.
93	6637	Do.	Drumcra,		R.C.	R.C.	R.C.	R.C.	139	143	138	56	2 3 7	—	46 0 0	2 4 6	Do.
94	7012	Do.	Do.		R.C.	R.C.	R.C.	R.C.	—	143	143	44	1 17 0	—	47 10 0	2 1 0	Do.
95	8160	Do.	Do.		R.C.	R.C.	R.C.	R.C.	82	100	182	38	1 0 10	—	34 0 0	2 1 0	Do.
96	136	Do.	Drumcra,		R.C.	R.C.	R.C.	R.C.	48	38	86	26	—	—	28 15 0	0 7 0	Do.
97	1105	Do.	Do.		R.C.	R.C.	R.C.	R.C.	145	—	145	43	—	—	24 0 0	1 0 0	Do.
98	7778	Do.	Do.		R.C.	R.C.	R.C.	R.C.	—	78	78	27	0 12 6	—	38 13 4	4 5 0	Do.
99	4256	Do.	Do.		R.C.	R.C.	R.C.	R.C.	83	66	139	46	1 17 8	—	20 0 0	2 4 2	Do.
100	5750	Do.	Do.		R.C.	R.C.	R.C.	R.C.	45	48	93	25	1 3 7	—	31 0 0	3 4 8	Do.
101	5751	Do.	Do.		R.C.	R.C.	R.C.	R.C.	00	46	46	25	0 12 1	—	16 0 0	0 6 0	Do.
102	7139	Do.	Do.		R.C.	R.C.	R.C.	R.C.	46	42	88	39	0 16 6	—	18 0 0	2 10 0	Do.
103	8918	Do.	Do.		R.C.	R.C.	R.C.	R.C.	66	—	66	22	0 5 6	—	24 0 0	1 0 0	Do.
104	8919	Do.	Do.		R.C.	R.C.	R.C.	R.C.	74	74	74	31	0 17 6	—	20 0 0	1 6 0	Do.
105	1355	Do.	Do.		R.C.	R.C.	R.C.	R.C.	131	131	131	99	—	—	44 0 0	2 0 4	Do.
106	1654	Do.	Do.		R.C.	R.C.	R.C.	R.C.	—	126	126	43	0 0 9	—	21 0 0	1 0 0	Do.
107	1357	Do.	Do.		R.C.	R.C.	R.C.	R.C.	136	—	136	58	4 16 6	—	28 0 0	8 4 9	Do.
108	1609	Do.	Do.		R.C.	R.C.	R.C.	R.C.	37	22	59	19	—	—	42 10 0	8 0 1	Do.
109	3614	Do.	Do.		R.C.	R.C.	R.C.	R.C.	134	134	134	34	1 10 0	—	15 0 0	3 3 0	Do.
110	3229	Do.	Do.		R.C.	R.C.	R.C.	R.C.	—	73	73	16	—	—	15 0 0	0 10 0	Do.
111	3230	Do.	Do.		R.C.	R.C.	R.C.	R.C.	01	40	140	42	1 11 3	—	30 0 0	6 16 0	Do.
112	4190	Do.	Do.		R.C.	R.C.	R.C.	R.C.	124	83	206	59	2 2 8	—	43 10 0	1 13 6	Do.
113	4632	Do.	Do.		R.C.	R.C.	R.C.	R.C.	06	44	112	81	1 6 4	—	23 10 0	2 11 0	Do.
114	4633	Do.	Do.		R.C.	R.C.	R.C.	R.C.	146	149	149	39	1 11 10	—	24 0 0	2 11 0	Do.
115	163	Do.	Do.		R.C.	R.C.	R.C.	R.C.	105	105	105	47	1 6 3	—	39 0 0	3 10 0	Do.
116	154	Do.	Do.		R.C.	R.C.	R.C.	R.C.	47	59	106	27	1 0 0	—	16 0 0	1 13 3	Do.
117	4127	Do.	Do.		R.C.	R.C.	R.C.	R.C.	47	59	106	27	1 0 0	—	16 0 0	1 13 3	Do.
118	4232	Do.	Do.		R.C.	R.C.	R.C.	R.C.	54	54	118	30	1 7 6	—	16 0 0	0 3 0	Do.

[illegible]





1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324</
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## List of Schools in operation on the 31st December, 1870.—Province of ULSTER: County of CAVAN—continued.

Number.	Parish.	District.	School.	Visited or Not-Visited.	Religious Instruction of Manager or Correspondent.		Teacher and Boschman of Teacher.		Attendance for the Year.			Amount paid for Books, Stationery, and Incidental Fees.	Aid granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	OBSERVATIONS.	
					Church.	Exp.	Private- paid.	Assist- ants.	Total number of Pupils as returned within the Year.	Present.	Total.		d.	s.	d.			d.
1118	Mullagh, .	24	Mullagh, .	m.	R.C.		R.C.		96	113	96	1	13	10	28	0	0	Free residence.
1119	Do.		Do.	f.	R.C.		R.C.		113	113	113	1	13	10	31	0	0	
1120	Do.		Do.		R.C.		R.C.		62	62	62	1	10	6	38	0	0	
1121	Do.		Do.		R.C.		R.C.		151	151	151	1	16	6	45	0	0	
1122	Do.		Do.		R.C.		R.C.		107	107	107	2	12	3	37	8	4	
1123	Do.		Do.		R.C.		R.C.		107	107	107	1	17	0	35	1	8	
1124	Do.		Do.		R.C.		R.C.		101	101	101	0	10	2	20	10	0	
1125	Do.		Do.		R.C.		R.C.		80	80	80	0	4	5	26	0	0	
1126	Do.		Do.		R.C.		R.C.		72	72	72	2	1	0	26	10	0	
1127	Do.		Do.		R.C.		R.C.		62	62	62	0	15	6	26	10	0	
1128	Do.		Do.		R.C.		R.C.		55	55	55	9	16	0	10	0	0	
1129	Do.		Do.		R.C.		R.C.		130	130	130	3	3	7	27	0	0	
1130	Do.		Do.		R.C.		R.C.		134	134	134	3	2	7	30	0	0	
1131	Do.		Do.		R.C.		R.C.		72	72	72	3	3	7	27	0	0	
1132	Do.		Do.		R.C.		R.C.		98	98	98	1	8	6	18	0	0	
1133	Do.		Do.		R.C.		R.C.		30	30	30	1	0	0	21	10	0	
1134	Do.		Do.		R.C.		R.C.		—	—	—	—	—	—	—	—	—	
1135	Do.		Do.		R.C.		R.C.		—	—	—	—	—	—	—	—	—	
1136	Do.		Do.		R.C.		R.C.		—	—	—	—	—	—	—	—	—	
1137	Do.		Do.		R.C.		R.C.		61	61	61	1	13	1	47	5	0	
1138	Do.		Do.		R.C.		R.C.		84	84	84	1	8	2	40	0	0	
1139	Do.		Do.		R.C.		R.C.		22	22	22	1	10	1	32	0	0	
1140	Do.		Do.		R.C.		R.C.		76	76	76	3	6	0	10	0	0	
1141	Do.		Do.		R.C.		R.C.		70	70	70	1	10	6	10	0	0	
1142	Do.		Do.		R.C.		R.C.		60	60	60	3	7	11	47	1	5	
1143	Do.		Do.		R.C.		R.C.		75	75	75	1	10	0	41	0	0	
1144	Do.		Do.		R.C.		R.C.		67	67	67	3	0	2	40	8	4	
1145	Do.		Do.		R.C.		R.C.		73	73	73	2	10	5	53	0	0	
1146	Do.		Do.		R.C.		R.C.		111	111	111	3	10	5	46	11	8	
1147	Do.		Do.		R.C.		R.C.		70	70	70	1	5	8	31	3	4	
1148	Do.		Do.		R.C.		R.C.		88	88	88	0	12	2	38	0	0	
1149	Do.		Do.		R.C.		R.C.		30	30	30	0	12	2	38	0	0	
1150	Do.		Do.		R.C.		R.C.		30	30	30	0	12	2	38	0	0	
1151	Do.		Do.		R.C.		R.C.		61	61	61	1	0	8	52	6	8	
1152	Do.		Do.		R.C.		R.C.		61	61	61	1	0	8	52	6	8	

243	8805	Do.	Drumbarrie.	R.C.	-	R.C.	-	51	53	104	40	1 11	0	—	55	13	4	—	3	0																							
244	8409	Do.	Atscholm.	R.C.	-	R.C.	-	01	57	118	43	1 11	5	—	38	5	0	1	3	0																							
245	9838	Do.	Drevaladen.	R.C.	-	R.C.	-	80	74	154	67	0 11	9	—	41	0	0	2	15	0																							
246	4024	Do.	Tullyrasheen, Co. Ag.	R.C.	-	R.C.	-	85	57	133	50	1 9	5	—	55	5	6	1	10	0																							
247	8713	Do.	Cornakelagh, Co. Ag.	R.C.	E.C.	R.C.	-	37	42	75	30	1 12	0	1	0	0	10	0	0	0																							
248	9929	Do.	Killyras.	R.C.	-	R.C.	-	59	29	88	27	2 10	1	—	19	10	0	11	4	0																							
249	2833	Do.	Ballyconnell, m.	R.C.	-	R.C.	-	115	—	115	50	4	4	0	—	63	15	0	9	17	0																						
250	8052	Do.	Do.	R.C.	-	R.C.	-	—	90	90	36	—	—	—	28	1	8	4	7	0																							
251	8490	Do.	Do.	R.C.	-	R.C.	-	—	400	500	118	8	4	7	—	81	10	3	19	3	0																						
Total for County Carrow, 553.				15,361				14,300				9,810				7,076				851				3				1				3				8				9			

## COUNTY OF DONEGAL—331 Schools.

1	8137	Ardera.	Longhriespoint, f.	R.C.	-	R.C.	-	32	58	90	27	0 18	3	15	10	0	-	-	-
2	7187	Do.	Garryow.	R.C.	-	R.C.	-	44	37	81	53	1 4	0	38	11	8	17	2	6
3	4143	All Saints.	Crossroads.	R.C.	-	R.C.	-	50	37	67	97	4	6	34	3	4	1	1	0
4	5379	Do.	Newtownnaming ham.	R.C.	-	R.C.	-	57	57	154	53	3 10	3	28	0	0	13	3	0
5	9326	Do.	Do.	R.C.	-	R.C.	-	39	06	105	31	1 5	10	23	15	0	2	0	6
6	8274	Anglishah.	Killyreen, Robertson's.	R.C.	-	R.C.	-	45	43	88	23	0 8	6	27	15	0	1	1	0
7	8003	Do.	Ramsden, Robertson's.	R.C.	-	R.C.	-	107	74	181	50	3 8	9	42	6	8	14	0	4
8	8484	Agghunishan.	Woodland.	R.C.	-	R.C.	-	44	39	63	26	1 6	9	18	0	0	3	0	0
9	10240	Do.	Agghunishan.	R.C.	-	R.C.	-	26	17	43	22	1 6	9	15	0	0	13	0	0
10	8006	Bart.	Carrareagh.	R.C.	-	R.C.	-	40	36	60	23	1 7	1	24	0	0	13	19	0
11	2049	Do.	Burt, No. 1.	R.C.	-	R.C.	-	43	41	84	31	1 14	5	26	0	0	6	1	5
12	9679	Do.	Carrareagh.	R.C.	-	R.C.	-	-	-	-	-	-	-	-	-	-	-	-	-
13	9377	Do.	Do.	R.C.	-	R.C.	-	35	44	70	34	2 14	6	24	0	0	10	16	4
14	159	Calduff.	Ballycherry.	R.C.	-	R.C.	-	83	60	148	39	2 16	9	32	13	4	1	5	0
15	196	Do.	Do.	R.C.	-	R.C.	-	127	-	127	60	1 6	9	30	13	4	1	18	0
16	5852	Do.	Do.	R.C.	-	R.C.	-	108	87	168	67	2 6	9	30	13	4	3	0	0
17	181	Do.	Do.	R.C.	-	R.C.	-	81	60	141	60	3 0	4	62	3	4	4	12	0
18	9131	Do.	Do.	R.C.	-	R.C.	-	112	83	197	53	3 4	6	62	6	8	2	14	31
19	1237	Cleermary.	Droghda.	R.C.	-	R.C.	-	159	-	159	87	1 6	11	62	0	0	1	6	4
20	2445	Do.	Do.	R.C.	-	R.C.	-	61	43	129	30	1 9	11	26	0	0	2	1	10
21	1605	Do.	Do.	R.C.	-	R.C.	-	75	60	135	32	0 9	11	26	0	0	5	17	3
22	1925	Do.	Do.	R.C.	-	R.C.	-	130	102	232	60	1 6	11	15	0	0	0	17	4
23	1807	Do.	Do.	R.C.	-	R.C.	-	141	116	257	55	2 13	11	63	10	0	3	16	8
24	8368	Do.	Do.	R.C.	-	R.C.	-	69	63	122	32	1 7	9	31	2	0	2	0	1
25	1923	Do.	Do.	R.C.	-	R.C.	-	54	60	114	33	0 10	8	26	0	0	1	0	0
26	3587	Do.	Do.	R.C.	-	R.C.	-	30	31	67	20	2 5	6	19	10	0	4	1	6
27	8436	Do.	Do.	R.C.	-	R.C.	-	-	-	-	-	-	-	-	-	-	-	-	-

## List of Schools in operation on the 31st December, 1870.—Province of ULSTER: County of DOWN.—continued.

Number.	Parish.	District.	School.	Voted or Non-Voted.	Religious Instruction of Minister or Commissioner.		Number and Description of Teachers.		Attendance for the Year.			Amount paid for Books, Apparatus, and at Remunerated Fees.		Aid granted by the Board during the year.		Amount of Local Employments received in Aid of Salary.	OBSERVATIONS.
					Official.	Lay.	Principal.	Assistant.	Total number of Pupils as Basis within the Year.	Males.	Females.	Total.	Average Daily Attendance.	£ s. d.	£ s. d.	£ s. d.	
26	Genoy.	1	Drumkarn.		R.C.	—	—	—	93	73	166	64	2 16 2	—	—	—	Residence free.
27	Do.		Agrygall.		—	E.C.	E.C.	—	80	57	137	47	2 8 10	—	—	—	Do.
28	Do.		Conroy Sch. Gard.		Pres.	—	Pres.	—	32	62	94	40	1 10 9	—	—	—	Residence free.
29	Genoy.		Ballyfrishal.		—	E.C.	—	—	104	60	164	41	2 8 8	—	—	—	Residence free.
30	Do.		Do.		Pres.	—	Pres.	—	70	54	124	32	2 8 0	—	—	—	Residence free.
31	Do.		Doughbeg.		—	E.C.	—	—	68	57	125	34	2 0 1	—	—	—	Residence free.
32	Do.		Do.		R.C.	—	R.C.	—	101	83	183	41	1 7 10	—	—	—	Residence free.
33	Do.		Ballyhoorick.		—	E.C.	—	—	54	49	103	30	1 13 3	—	—	—	Residence free.
34	Do.		Ballyhoorick.		—	E.C.	—	—	119	43	162	34	4 5 7	—	—	—	Residence free.
35	Do.		Rossmakill.		R.C.	—	R.C.	—	134	78	212	47	3 4 7	—	—	—	Residence free.
36	Do.		Do.		—	E.C.	—	—	64	99	163	33	3 5 1	—	—	—	Residence free.
37	Do.		Cashmore, day,		—	E.C.	—	—	—	—	—	—	—	—	—	—	Residence free.
38	Do.		Do.		—	E.C.	—	—	—	—	—	—	—	—	—	—	Residence free.
39	Do.		Cresslagh.		—	E.C.	—	—	27	06	33	17	1 5 4	—	—	—	Residence free.
40	Do.		Do.		—	E.C.	—	—	115	49	164	69	1 13 5	—	—	—	Residence free.
41	Do.		Do.		R.C.	—	R.C.	—	70	131	201	64	1 0 0	—	—	—	Residence free.
42	Do.		Do.		P.L.	Gd.	—	—	10	0	24	13	4 7 6	—	—	—	Residence free.
43	Do.		Do.		—	E.C.	—	—	80	84	164	35	2 16 11	—	—	—	Residence free.
44	Do.		Do.		—	E.C.	—	—	68	37	105	33	1 10 0	—	—	—	Residence free.
45	Do.		Do.		R.C.	—	R.C.	—	63	—	63	30	3 6 0	—	—	—	Residence free.
46	Do.		Do.		R.C.	—	R.C.	—	104	104	208	30	2 13 1	—	—	—	Residence free.
47	Do.		Do.		Pres.	—	Pres.	—	94	40	140	63	5 2 0	—	—	—	Residence free.
48	Do.		Do.		Pres.	—	Pres.	—	13	29	42	19	3 17 0	—	—	—	Residence free.
49	Do.		Do.		R.C.	—	R.C.	—	68	45	113	26	1 12 4	—	—	—	Residence free.
50	Do.		Do.		R.C.	—	R.C.	—	67	30	97	37	0 11 5	—	—	—	Residence free.
51	Do.		Do.		R.C.	—	R.C.	—	45	43	88	30	1 12 4	—	—	—	Residence free.
52	Do.		Do.		R.C.	—	R.C.	—	75	78	153	37	5 4 0	—	—	—	Residence free.
53	Do.		Do.		R.C.	—	R.C.	—	70	53	123	37	1 17 7	—	—	—	Residence free.
54	Do.		Do.		R.C.	—	R.C.	—	103	58	161	37	3 6 8	—	—	—	Residence free.
55	Do.		Do.		R.C.	—	R.C.	—	46	53	99	29	1 2 10	—	—	—	Residence free.
56	Do.		Do.		R.C.	—	R.C.	—	56	40	96	26	0 6 6	—	—	—	Residence free.
57	Do.		Do.		R.C.	—	R.C.	—	76	47	123	36	1 0 1	—	—	—	Residence free.
58	Do.		Do.		R.C.	—	R.C.	—	67	71	138	38	2 14 0	—	—	—	Residence free.



## List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Donegal—continued.

Number.	Parish.	District.	School.	Valued or Non-Valued.	Religious Instruction of Manager or Correspondent.		Teacher and Extension of Teaching.		Attendance for the Year.			Amount paid for Books, Stationery, and Appointments, and other Expenses.	Aid granted by the Board during the year.			Amount of Local Emoluments received in Aid of Salary.	Occupations.
					Religious Instruction of Manager or Correspondent.	Teacher.	Principal.	Assistant.	Total number of Pupils on Roll within the Year.	Males.	Females.		Total.	For Book, Stationery, and other Expenses.	In Free Schools, in Districts, and in other Appointments.		
9358	Donegal.	1	Donegal, No. 2, f.		R.C.	R.C.	R.C.	R.C.	118	135	253	101	£ s. d.	£ s. d.	£ s. d.	Residence free.	
9418	Do.	1	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	25	28	53	23	1 10 3	70 11 3	10 4 5	Residence free.	
9423	Do.	1	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	101	63	164	49	5 2 10	21 13 4	22 2 5	Residence free.	
9428	Do.	2	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	88	83	171	50	1 7 0	30 6 0	3 6 0	Residence free.	
9435	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	89	—	—	90	1 17 10	33 0 0	3 17 0	Residence free.	
9438	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	—	91	91	92	1 6 11	26 0 0	2 11 0	Residence free.	
9448	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	62	48	110	28	1 11 0	40 0 0	1 13 0	Residence free.	
9459	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	46	48	94	33	—	40 6 8	12 18 1	Residence free.	
9468	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	82	85	167	38	1 5 0	13 10 0	4 11 6	Residence free.	
9478	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	60	53	113	30	1 6 10	13 15 0	4 16 8	Residence free.	
9483	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	89	59	144	31	1 3 0	20 0 0	2 13 9	Residence free.	
9484	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	96	42	138	23	1 13 6	36 18 4	5 19 10	Residence free.	
9485	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	146	100	246	62	3 15 10	70 1 8	9 1 6	Residence free.	
9493	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	65	53	118	34	2 15 9	31 6 8	2 13 8	Residence free.	
9498	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	90	85	175	37	2 12 3	45 3 4	3 9 7	Residence free.	
9502	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	112	—	—	41	1 13 6	35 10 0	2 5 8	Residence free.	
9507	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	54	40	94	27	1 6 0	15 0 0	1 10 0	Residence free.	
9508	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	43	28	71	31	3 5 6	24 3 4	11 10 0	Residence free.	
9510	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	61	44	105	34	1 11 4	28 0 0	5 16 10	Residence free.	
9512	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	80	62	142	41	2 5 2	33 10 0	13 0 0	Residence free.	
9518	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	65	66	131	36	1 5 8	29 0 0	2 0 0	Residence free.	
9523	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	62	41	103	28	1 9 5	18 18 8	1 18 0	Residence free.	
9528	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	50	47	97	23	—	14 1 3	4 0 6	Residence free.	
9533	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	61	46	107	31	0 6 0	18 0 0	—	Residence free.	
9538	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	70	60	130	46	4 18 0	30 0 0	—	Residence free.	
9543	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	94	66	160	83	2 11 0	27 2 1	1 13 0	Residence free.	
9548	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	103	78	181	61	3 5 10	38 1 8	1 14 10	Residence free.	
9553	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	42	40	82	45	0 18 3	15 0 0	—	Residence free.	
9558	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	54	55	109	29	0 13 3	15 0 0	—	Residence free.	
9563	Do.	3	Do. Workhouse, f.		R.C.	R.C.	R.C.	R.C.	24	24	48	25	—	—	—	Residence free.	



List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Down.—continued.

Number.	Parish.	District.	Schoo.	Voted or Non-Voted.	Religious Denominations of Managers or Correspondents.		Number and Instruction of Teachers.		Attendance for the Year.			Amount paid for Books, Apparatus, and Fuel.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
					Church.	Lat.	Presb.	Anglican.	Total number of Pupils on Rolls within the Year.	Males.	Females.		In First week of Month, August, and September.	In Scholar, Pensioners, and Apprentices.		
179	Kilcar.	6	Monkera.	v.	R.C.	-	R.C.	-	70	82	132	98	£ s. d.	53 10 0	£ s. d.	Garden free.
180	Do.	-	Stralish.	-	R.C.	-	R.C.	-	48	35	78	29	18 0 0	18 0 0	0 18 6	Residence and garden free.
181	Kilgob.	-	Grough.	v.	R.C.	-	R.C.	-	170	101	271	70	105 13 4	105 13 4	16 12 8	Do.
182	Do.	-	Castlarn.	v.	R.C.	-	R.C.	-	113	90	203	37	15 4 5	15 4 5	5 11 2	Do.
183	Do.	-	Remelish.	-	R.C.	-	R.C.	-	137	92	229	71	4 18 2	4 18 2	10 19 2	Do.
184	Do.	-	Ballyrobertland.	v.	R.C.	-	R.C.	-	78	48	124	49	4 9 4	4 9 4	3 7 1	Do.
185	Do.	-	Kilgob.	-	R.C.	-	R.C.	-	63	56	119	60	44 1 8	44 1 8	18 2 8	Do.
186	Kilcar.	-	Grough.	v.	R.C.	-	R.C.	-	48	35	78	29	18 0 0	18 0 0	0 18 6	Do.
187	Do.	-	Letterick.	-	R.C.	-	R.C.	-	60	33	93	45	3 5 0	3 5 0	1 17 6	Do.
188	Do.	-	Commes.	-	R.C.	-	R.C.	-	96	51	147	42	2 8 7	2 8 7	1 19 10	Do.
189	Do.	-	Wahstown.	-	R.C.	-	R.C.	-	76	52	128	44	0 5 0	0 5 0	4 9 8	Do.
190	Kilcar.	-	Garroymore.	v.	R.C.	-	R.C.	-	79	50	129	36	1 11 9	1 11 9	4 0 10	Do.
191	Do.	-	Castlarn.	-	R.C.	-	R.C.	-	124	82	206	53	2 8 7	2 8 7	7 10 0	Do.
192	Do.	-	Letterick.	-	R.C.	-	R.C.	-	60	33	93	45	3 5 0	3 5 0	1 17 6	Do.
193	Do.	-	Edenham.	-	R.C.	-	R.C.	-	63	74	137	27	0 10 3	0 10 3	8 5 6	Do.
194	Do.	-	Legnasherry.	-	R.C.	-	R.C.	-	71	54	125	40	1 9 2	1 9 2	3 8 11	Do.
195	Do.	-	Grough.	-	R.C.	-	R.C.	-	107	59	166	33	2 10 4	2 10 4	3 4 0	Do.
196	Do.	-	Curran.	-	R.C.	-	R.C.	-	99	81	180	37	2 9 8	2 9 8	4 17 1	Do.
197	Do.	-	Kilcar.	-	R.C.	-	R.C.	-	71	79	150	47	0 11 2	0 11 2	2 9 9	Do.
198	Do.	-	Fintra.	-	R.C.	-	R.C.	-	150	120	270	103	6 6 0	6 6 0	12 13 3	Do.
199	Do.	-	Kilgob.	-	R.C.	-	R.C.	-	81	48	129	34	1 12 8	1 12 8	3 8 3	Do.
200	Do.	-	Meenavally.	-	R.C.	-	R.C.	-	94	62	156	44	2 0 8	2 0 8	23 7 7	Do.
201	Do.	-	Do.	-	R.C.	-	R.C.	-	82	82	164	37	3 11 3	3 11 3	17 13 4	Do.
202	Do.	-	Do.	-	R.C.	-	R.C.	-	38	73	111	61	4 0 3	4 0 3	1 6 10	Do.
203	Do.	-	Do.	-	R.C.	-	R.C.	-	78	30	108	41	0 0 0	0 0 0	—	Do.
204	Do.	-	Do.	-	R.C.	-	R.C.	-	50	70	120	40	0 13 8	0 13 8	—	Do.
205	Do.	-	Do.	-	R.C.	-	R.C.	-	31	28	59	22	17 10 0	17 10 0	—	Do.
206	Do.	-	Do.	-	R.C.	-	R.C.	-	44	34	78	21	0 10 3	0 10 3	—	Do.
207	Do.	-	Do.	-	R.C.	-	R.C.	-	97	67	164	43	2 17 6	2 17 6	7 0 0	Do.
208	Do.	-	Do.	-	R.C.	-	R.C.	-	97	67	164	43	2 17 6	2 17 6	7 0 0	Do.
209	Do.	-	Do.	-	R.C.	-	R.C.	-	57	68	125	40	0 12 3	0 12 3	8 8 10	Do.



[illegible]

## List of Schools in operation on the 31st December, 1870.—Province of ULSTER: County of DONEGAL—continued.

Number.	Name of School.	Parish.	District.	School.	Voted or Not Voted.	Religious Instruction		Number and Denominations of Teachers		Attendance for the Year.			Amount paid for Books, Stationery, and other Expenses.		Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
						Catholic.	Protestant.	Presb.	Anglican.	Males.	Females.	Total.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
257	6928	Moreville, Lower.	6	Dromacree, m.		R.C.				112	91	203	28	0 11 3	14 10 8	2 7 5		
258	7808	Do.		Do.		R.C.				9		9	28	1 6 0	24 0 0	2 12 10		
259	9406	Do.		Carrowbeg.		R.C.				110	64	174	99	3 10 8	14 8 4	4 8 3		
260	0408	Do.		Greenacree.		R.C.				42	31	73	29	1 10 8	5 0 0	15 4 9		
261	11787	Do.		Rooskey.	v.r.	R.C.				63	31	94	53	0 10 3	69 18 4	8 10 3		Residence free.
262	9600	Do.		Glentiesquin.		R.C.				48	40	88	24	0 10 3	53 0 0	3 10 0		
263	0748	Do.		Do.		Presb.				42	40	82	31	2 1 1	27 10 10	5 0 3		Do.
264	3700	Do.		Ballyholley.		R.C.				56	83	139	33	—	9 0 0	—		School closed, Average less than last year.
265	4694	Do.		Rapboe.		R.C.				106	66	174	79	4 15 10	52 10 0	3 6 2		
266	8324	Do.		Do. No. 2.		Presb.				68	70	138	77	3 12 9	99 0 0	15 0 0		
267	8411	Do.		Robertson Parish.		R.C.				143	145	288	40	0 14 8	40 10 0	17 1 0		Residence and garden free.
268	2206	Baymounterlonoy.	1	Ballyboe.	v.r.	R.C.				40	25	65	23	3 0 0	33 15 0	1 16 10		
269	8423	Do.		Myragh Oul. Agr.		R.C.				40	30	70	33	2 14 11	37 11 8	0 0 11		Residence free.
270	9926	Do.		Kerry.		Presb.				74	35	109	40	1 16 4	44 3 4	15 5 7		
271	5363	Do.		Balleegann Oul. Agr.		R.C.				74	69	143	41	2 8 0	52 10 0	5 16 4		Do.
272	2351	Strumolary.		Doodah.		R.C.				93		93	39	1 6 0	43 0 0	1 10 0		
273	4034	Do.		Strumolary.		R.C.				89	40	129	45	1 8 10	43 0 0	0 10 0		Residence and garden free.
274	6023	Do.		Do.		R.C.				63	47	110	30	—	20 0 0	0 10 0		
275	7138	Do.		Meen Bane.		R.C.				48	47	95	27	1 7 7	24 0 0	0 14 0		
276	7138	Do.		Meenacreeagh.	v.r.	R.C.				62	74	136	52	0 13 3	20 0 8	1 15 1		
277	7230	Do.		Ballyboe.		R.C.				55	53	108	34	1 7 8	41 0 0	3 4 2		
278	1104	Do.		Derrybeg.		R.C.				131	92	223	57	1 8 1	58 13 4	0 12 0		
279	2140	Do.		Geethah.		R.C.				69	46	115	29	—	32 10 4	—		
280	3294	Do.		Cashinagor.		R.C.				13	13	26	14	—	12 10 8	—		
281	4789	Do.		Gola.		R.C.				103	60	163	33	1 17 10	46 16 8	1 9 0		
282	4740	Do.		Knockastoller.		R.C.				07	42	139	32	2 7 4	13 0 0	0 12 0		
283	5040	Do.		Do.		R.C.				56	29	85	18	—	15 3 4	—		
284	5104	Do.		Marinacree.		R.C.				39	30	69	32	—	31 0 0	0 14 0		
285	5104	Do.		Tory Island.		R.C.				73	32	105	37	—	21 13 4	0 17 0		
286	5104	Do.		Sumacree.		R.C.				56	26	82	14	0 15 2	9 16 10	—		
287	0927	Do.		Jarlabodh.		R.C.				47	26	73	14	1 14 0	28 0 0	1 10 0		Do.
288	4719	Do.		Do.		R.C.				70		70	29	4 10 11	32 3 4	4 18 7		
289	5450	Do.		Do.		R.C.												



## List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Down.

## COUNTY OF DOWN—568 Schools.

Number.	Parish.	District.	School.	Voluntary or Non-Voluntary.	Religious Denomination of Teachers.		Attendance for the Year.			Amount paid for Salaries, and other Expenses.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
					Classical.	English.	Total number of Pupils on Rolls within the Year.	Males.	Females.		Total.	In Public, or other Institution.		
1	Annadown.	17	Tellinfern.	Pres.	Pres.	Pres.	57	23	80	—	—	—	—	Inoperative.
2	Do.	—	Annadown.	Pres.	Pres.	Pres.	34	35	69	—	—	—	—	Do.
3	Do.	—	Moneth.	R.C.	R.C.	R.C.	68	68	136	—	—	—	—	Do.
4	Aglish.	10	Loughbrickland.	R.C.	R.C.	R.C.	79	57	136	4 10 10	—	—	9 14 10	Do.
5	Do.	—	Do.	Pres.	Pres.	Pres.	88	63	151	4 2 10	3 2 2	—	20 0 0	Do.
6	Do.	—	Ballyvaugh.	R.C.	R.C.	R.C.	60	82	142	—	—	—	—	Do.
7	Do.	—	Do.	R.C.	R.C.	R.C.	46	56	102	2 8 9	—	—	3 11 8	Do.
8	Do.	—	Meenan.	Pres.	Pres.	Pres.	41	44	85	3 6 10	—	—	4 19 2	Do.
9	Do.	—	Glackenbeg.	R.C.	R.C.	R.C.	98	45	143	3 16 10	—	—	6 0 0	Do.
10	Do.	—	Glackenmore.	Pres.	Pres.	Pres.	21	21	42	1 0 6	—	—	9 0 0	Do.
11	Do.	—	Bragee.	Pres.	Pres.	Pres.	57	43	100	1 0 6	—	—	2 4 0	Do.
12	Annahill.	17	Clontarf.	Pres.	Pres.	Pres.	153	—	153	2 13 0	—	—	4 3 5	Do.
13	Do.	—	Do.	Pres.	Pres.	Pres.	—	100	100	0 0 7	—	—	20 0 0	Do.
14	Do.	—	Ballyvaugh.	Pres.	Pres.	Pres.	80	63	143	4 3 6	8 3 2	—	10 0 0	Do.
15	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	12 17 8	Do.
16	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
17	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
18	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
19	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
20	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
21	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
22	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
23	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
24	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
25	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
26	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
27	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
28	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
29	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
30	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.
31	Do.	—	Do.	Pres.	Pres.	Pres.	—	—	—	—	—	—	—	Do.



List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Down.—continued.

Rank.	Roll Number of School.	Parish.	Diocesan.	School.	Visited or Not Visited.	Religious Denominations		Teacher and Religious Denominations of Teachers.		Attendance for the Year.			Amount paid for Books, Bibles, and Stationery, and for other Expenses.	Aid granted by the Board during the year.		Amount of Local Expenditure received by Aid of Salary.	Observations.
						Church of Ireland.	Other.	Classical.	Latin.	English.	Irish.	Total.		In Month of Decr. for Books, Bibles, and Stationery.	In Month of Decr. for other Expenses.		
76	9417	Dromagh, Do.	11	Dromagh, No. 2, £		R.C.		R.C.				110	110	40	1 12 8	£ s. d.	Residence and garden free.
77	8857	Do.		Do., No. 3, £		R.C.		R.C.				58	58	74	8 2 10	£ s. d.	Residence free.
78	7223	Do.		Dromagh, No. 1, £		R.C.		R.C.				50	50	30	1 12 7	£ s. d.	Residence free.
79	8357	Do.	12	Do.		R.C.		R.C.				77	77	33	2 10 0	£ s. d.	Residence free.
80	8719	Do.	11	Askefeld, £		R.C.		R.C.				63	63	28	2 10 0	£ s. d.	Residence free.
81	4041	Do.		Bachuanagh, £		R.C.		R.C.				47	47	33	2 10 0	£ s. d.	Residence free.
82	4671	Do.		Skoggin, £		R.C.		R.C.				53	53	63	4 8 2	£ s. d.	Residence free.
83	5913	Do.		Ballyred, No. 2, £		R.C.		R.C.				50	50	26	1 7 0	£ s. d.	Residence free.
84	5950	Do.		Ballyred, No. 1, £		R.C.		R.C.				74	74	43	1 9 4	£ s. d.	Residence free.
85	6224	Do.		Ballyred, No. 3, £		R.C.		R.C.				56	56	56	4 0 3	£ s. d.	Residence free.
86	7786	Do.		Ballyred, No. 4, £		R.C.		R.C.				43	43	21	1 0 7	£ s. d.	Residence free.
87	10371	Do.		Ballyred, No. 5, £		R.C.		R.C.				18	18	30	2 7 3	£ s. d.	Residence free.
88	10386	Do.		Mount Ida, £		R.C.		R.C.				20	20	33	4 10 0	£ s. d.	Residence free.
89	2031	Dromagh, Do.	15	Dromagh, No. 1, £		R.C.		R.C.				53	53	59	1 5 4	£ s. d.	Residence free.
90	3183	Do.		Loughmash, £		R.C.		R.C.				121	121	59	10 10 0	£ s. d.	Residence free.
91	5576	Do.		Ballyred, No. 6, £		R.C.		R.C.				73	73	53	2 4 8	£ s. d.	Residence free.
92	6677	Do.		Do., No. 7, £		R.C.		R.C.				119	119	43	1 17 0	£ s. d.	Residence free.
93	6177	Do.		Do., No. 8, £		R.C.		R.C.				113	113	59	2 15 4	£ s. d.	Residence free.
94	8434	Do.		Do., No. 9, £		R.C.		R.C.				114	114	55	1 10 0	£ s. d.	Residence free.
95	2976	Dromagh, Do.		Do., No. 10, £		R.C.		R.C.				118	118	55	1 10 0	£ s. d.	Residence free.
96	7307	Do.		Do., No. 11, £		R.C.		R.C.				123	123	54	1 16 0	£ s. d.	Residence free.
97	1365	Do.		Do., No. 12, £		R.C.		R.C.				111	111	51	1 6 0	£ s. d.	Residence free.
98	1042	Do.		Do., No. 13, £		R.C.		R.C.				135	135	71	4 11 11	£ s. d.	Residence free.
99	7362	Do.		Do., No. 14, £		R.C.		R.C.				143	143	55	2 6 6	£ s. d.	Residence free.
100	8710	Do.		Do., No. 15, £		R.C.		R.C.				80	80	44	4 2 6	£ s. d.	Residence free.
101	10227	Do.		Do., No. 16, £		R.C.		R.C.				72	72	31	6 0 9	£ s. d.	Residence free.
102	11212	Do.		Do., No. 17, £		R.C.		R.C.				83	83	31	2 14 5	£ s. d.	Residence free.
103	2041	Do.		Do., No. 18, £		R.C.		R.C.				79	79	31	2 18 5	£ s. d.	Residence free.



## List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Down.—continued.

No. Number.	Parish.	District.	School.	Vested or Non-Vested.	Religious Instruction of Manager or Commissioner.		Number and Designations of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, and Appointments, as detailed before.	And granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.		
					Classical.	Key.	Female- sch.	Male- sch.	Total number of Pupils on Rolls within the Year.	Female.	Total.		£	s.			d.	£
147	Dromara.	17	Mondalgan.		-				41	31	72	20			27	0	0	Residence free.
148	Do.	-	Magherashamlet.		Pres.	Pres.	Pres.	Pres.	95	78	173	62	3	9	48	0	0	
149	Do.	-	Dromara, day.		Pres.	Pres.	Pres.	Pres.	70	23	104	41	4	11	34	15	0	
150	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	80	13	93	29			29	0	0	
151	Do.	-	Barr, day.	r.p.	Pres.	Pres.	Pres.	Pres.	43	49	92	30	1	12	32	0	0	
152	Do.	-	Four Towns, day.		Pres.	Pres.	Pres.	Pres.	46	30	76	26			29	0	0	
153	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	54	11	65	16	1	6	32	0	0	
154	Do.	-	Berryman, m.		Pres.	Pres.	Pres.	Pres.	93	96	189	82	3	0	28	0	0	[garden free, Residence and Do.]
155	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	96	96	192	31	0	13	26	0	0	
156	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	07	40	107	39	3	13	99	10	0	
157	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	50	29	80	28			24	0	0	Residence free.
158	Do.	-	Do., day.	r.p.	Pres.	Pres.	Pres.	Pres.	150	103	253	46	3	0	39	0	8	
159	Do.	-	Do., day.	r.p.	Pres.	Pres.	Pres.	Pres.	80	101	181	85	1	17	24	0	0	
160	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	80	94	174	87	0	13	73	3	6	Garden free.
161	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	60	38	98	41	3	18	40	0	0	
162	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	72	72	144	41	3	4	18	0	0	
163	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	07	65	72	26	1	7	98	11	8	Residence free.
164	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	75	58	133	69	2	19	96	0	0	
165	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	53	61	114	60	2	10	78	10	8	
166	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	43	43	86	21	0	10	52	10	0	
167	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	88	88	176	34	3	14	36	16	8	
168	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	62	62	124	45	5	11	39	0	0	Do.
169	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	82	124	206	46	6	9	36	2	2	Do.
170	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	119	68	187	69	6	9	102	10	0	
171	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	78	78	156	51	1	17	47	5	0	
172	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	124	102	226	87	3	6	74	3	4	
173	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	46	46	92	37	2	19	27	0	0	
174	Do.	-	Do., day.		Pres.	Pres.	Pres.	Pres.	-	-	-	62	3	13	66	10	0	





## List of Schools in operation on the 31st December, 1870.—Provinces of Ulster: County of Down—continued.

Mentor.	Parish.	School.	Voted or Non-Voted.	Religious Instruction of Manager or Correspondent.		Scholar and Teacher's Examination of Teachers.		Attendance for the Year.			Amount paid for Books, Repapers, and Apparatus, as estimated by the Board.		All granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	Observations.
				Chaplain.	Lat.	Pres.	Private.	Public.	Adults.	Total.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
214	Kilmegan,	Anneshore, m. day, Do. . . . .	v.r.	Pres.		R.C. Pres.	158	85	74	10 6 4	—	—	—	—	—	30 14 0	Residence free.
215	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	60	149	62	1 19 8	—	—	—	—	—	33 0 0	Do.
216	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	117	92	67	2 5 11	—	—	—	—	—	11 7 8	Do.
217	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	69	13	52	1 6 2	—	—	—	—	—	4 0 8	Do.
218	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	110	116	53	2 10 10	—	—	—	—	—	34 15 4	Do.
219	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	49	92	44	2 18 9	—	—	—	—	—	36 3 4	Do.
220	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	56	87	44	1 2 3	—	—	—	—	—	1 0 0	Do.
221	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	123	123	41	1 5 0	—	—	—	—	—	0 8 2	Do.
222	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	43	63	30	0 18 8	—	—	—	—	—	3 5 6	Do.
223	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	111	102	56	2 11 3	—	—	—	—	—	8 5 10	Do.
224	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	33	21	54	2 11 8	—	—	—	—	—	7 13 0	Do.
225	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	37	80	47	1 19 4	—	—	—	—	—	7 13 3	Do.
226	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	43	48	91	30 9 4	—	—	—	—	—	7 6 1	Do.
227	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	70	63	153	1 18 3	—	—	—	—	—	12 13 10	Do.
228	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	59	91	43	4 4 4	—	—	—	—	—	9 1 0	Do.
229	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	79	65	143	5 2 5	—	—	—	—	—	15 10 5	Do.
230	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	94	85	179	103	15 11 4	—	—	—	—	40 17 0	Do.
231	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	66	113	206	137	—	—	—	—	—	80 8 1	Do.
232	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	68	69	137	82	—	—	—	—	—	10 14 10	Do.
233	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	166	87	165	80	1 14 7	—	—	—	—	21 4 0	Do.
234	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	100	73	170	80	3 1 6	—	—	—	—	31 11 0	Do.
235	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	73	101	139	93	8 2 7	—	—	—	—	12 13 7	Do.
236	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	43	67	94	31	9 10 4	—	—	—	—	17 5 4	Do.
237	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	122	103	224	104	0 0 0	—	—	—	—	34 14 3	Do.
238	Do.	Do. . . . .	v.r.	Pres.		R.C. Pres.	61	60	117	97	0 17 0	—	—	—	—	0 1 5	Do.



## List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Down—continued.

Number.	Parish.	District.	School.	Vocals or Religious Instruction of Manager or Correspondent.	Religious Instruction of Teachers.		Attendance for the Year.			Amount paid for Books, Repairs, and other Expenses at School.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Qualifications.		
					Classical.	Lat.	Total number of Pupils on Roll within the Year.	Males.	Females.		In Free School, or other Approved Institution.	In Salaries, Teachers, and other Expenses.				
279	Magherally,	11	Mallafermagham,	—	E.C.	Pres.	—	27	40	67	25	£	s.	d.	Residence free	
280	Do.	—	Magherally,	Pres.	—	Pres.	—	44	64	98	51	—	28	0		0
281	Do.	—	Do. No. 2, day,	E.C.	—	E.C.	—	44	82	106	33	—	29	13		4
282	Do.	—	Do. No. 2, evg.	—	—	—	—	25	50	75	22	—	45	0	0	
283	Do.	—	Tongamore,	Pres.	—	Pres.	—	55	67	122	47	—	87	3	4	
284	Magheradrool,	15	Ballymaglave,	Pres.	—	Pres.	Pres.	69	104	173	78	—	59	0	0	
285	Do.	—	Drumness,	Pres.	—	Pres.	E.C. Pres.	116	126	242	89	—	70	16	8	
286	Do.	—	Ballymaglave,	Pres.	—	Pres.	—	28	50	78	39	—	27	0	8	
287	Do.	—	Do. No. 2,	Dis.	—	Dis.	—	39	41	80	19	—	15	13	4	
288	Do.	—	Do. (Church-st.)	R.C.	—	R.C.	—	84	84	168	31	—	28	10	0	
289	Do.	—	Do.	R.C.	—	R.C.	—	99	99	198	60	—	93	6	8	
290	Do.	—	Bellinabrinch,	Pres.	—	Pres.	Pres.	61	77	138	50	—	50	0	0	
291	Newry,	19	Cronbane,	Pres.	—	Pres.	—	30	51	81	23	—	28	0	0	
292	Do.	—	Leaghorne,	—	Pres.	—	Pres.	38	47	85	31	—	18	0	0	
293	Do.	—	Shesstown,	Pres.	—	Pres.	—	43	59	102	37	—	22	0	0	
294	Do.	—	Cooverhill,	R.C.	—	R.C.	—	—	56	—	—	—	15	0	0	
295	Do.	—	Ryan,	Pres.	—	Pres.	—	49	104	153	21	—	24	0	0	
296	Do.	—	Slidin,	Pres.	—	Pres.	E.C.	80	168	248	66	—	61	0	0	
297	Do.	—	Windoor Hill, m.	E.C.	—	E.C.	—	103	103	206	59	—	84	3	4	
298	Do.	—	Do.	E.C.	—	E.C.	—	140	140	280	57	—	54	10	0	
299	Do.	—	Mill-street, Newry,	R.C.	—	R.C.	—	34	54	88	45	—	24	0	0	
300	Do.	—	William-st., Newry,	Dis.	—	Dis.	—	74	148	222	43	—	28	10	0	
301	Do.	—	Grisson,	R.C.	—	R.C.	—	82	140	222	35	—	14	0	0	
302	Do.	—	High-st. Convent, f.	R.C.	—	R.C.	—	702	702	1404	327	—	159	1	11	
303	Do.	—	Rockvale,	Pres.	—	Pres.	—	—	—	—	—	—	16	5	0	
304	Newtownards,	16	Ballymaglave,	Pres.	—	Pres.	Pres.	87	87	174	49	—	36	0	0	
305	Do.	—	Longhariscouse, No. 2,	Pres.	—	Pres.	—	77	94	171	59	—	48	0	0	
306	Do.	—	Ballyblack,	Pres.	—	Pres.	—	61	86	147	61	—	46	8	4	
307	Do.	—	Longhariscouse, No. 1,	Pres.	—	Pres.	—	83	114	197	61	—	40	5	0	
308	Do.	—	Mill-st., Newtownards,	Pres.	—	Pres.	Pres.	83	94	179	71	—	43	15	0	

Residence free

Do.

Do.

Do.

No returns; average from Inspector's report.

Returns not available.



List of Schools in operation on the 31st December, 1870.—Provinces of Ulster: County of Down—continued.

Ball Number.	Parish.	District.	School.	Voted or Non-Voted.	Deputies of the Minister or Governing Body.		Number and Names of Teachers.		Attendance for the Year.			Amount paid for Books, Apparatus, and Fuel.		All granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Qualifications.
					Chaplain.	Inc.	Pres.	Assist.	Total number of Pupils in the Year.	Boys.	Girls.	For Books, Apparatus, and Fuel.	For Books, Apparatus, and Fuel.	In Stock for the Year.	In School, Provisional, and other Grants.		
345	7857	Saintfield,	17 Bordenella,	Pres.	Pres.	Pres.	Pres.	Pres.	60	52	102	2 18 4	2 18 4	—	44 10 0	£ s. d.	Residence free.
346	8083	Do.	Tonguehill,	Pres.	Pres.	Pres.	Pres.	Pres.	51	80	81	7 10 1	7 10 1	—	28 0 0	£ s. d.	Residence free.
347	10036	Do.	Ballymacormack,	E.C.	Pres.	Pres.	Pres.	Pres.	43	28	71	0 8 4	0 8 4	—	10 10 0	£ s. d.	Residence free.
348	0187	Shankill,	11 Kilmara, No. 2,	Pres.	Pres.	Pres.	Pres.	Pres.	32	30	68	1 0 0	1 0 0	—	20 12 4	£ s. d.	Residence free.
349	235	Tullyish,	Bann, m. day,	E.C.	Pres.	Pres.	Pres.	Pres.	155	—	155	5 6 5	5 6 5	—	36 11 8	£ s. d.	Residence free.
350	6544	Do.	Do. . . . .	E.C.	Pres.	Pres.	Pres.	Pres.	84	—	84	1 5 1	1 5 1	—	12 10 6	£ s. d.	Residence free.
351	2688	Do.	Do. . . . .	E.C.	Pres.	Pres.	Pres.	Pres.	—	118	118	1 7 6	1 7 6	—	49 17 0	£ s. d.	Residence free.
352	2688	Do.	Ballymacormack, day,	E.C.	Pres.	Pres.	Pres.	Pres.	85	60	145	4 15 10	4 15 10	—	55 0 0	£ s. d.	Residence free.
353	2688	Do.	Do. . . . .	E.C.	Pres.	Pres.	Pres.	Pres.	67	90	97	2 2 0	2 2 0	—	41 15 0	£ s. d.	Residence free.
354	2688	Do.	Do. . . . .	E.C.	Pres.	Pres.	Pres.	Pres.	82	56	141	2 2 0	2 2 0	—	41 15 0	£ s. d.	Residence free.
355	3200	Tullyish,	11 Ballylong,	Pres.	Pres.	Pres.	Pres.	Pres.	56	41	97	1 17 10	1 17 10	—	82 0 0	£ s. d.	Residence free.
356	8225	Do.	Gifford, . . . .	Pres.	Pres.	Pres.	Pres.	Pres.	213	78	290	2 17 6	2 17 6	—	89 6 8	£ s. d.	Residence free.
357	4311	Do.	Do. . . . .	E.C.	Pres.	Pres.	Pres.	Pres.	191	40	237	5 9 8	5 9 8	—	131 2 6	£ s. d.	Residence free.
358	4311	Do.	Gifford Mill, m. day,	E.C.	Pres.	Pres.	Pres.	Pres.	206	—	206	9 1 5	9 1 5	—	60 3 4	£ s. d.	Residence free.
359	4312	Do.	Do. . . . .	E.C.	Pres.	Pres.	Pres.	Pres.	214	—	214	—	—	—	—	—	Do.
360	4312	Do.	Do. . . . .	E.C.	Pres.	Pres.	Pres.	Pres.	206	206	206	—	—	—	—	—	Do.
361	7111	Do.	Do. . . . .	E.C.	Pres.	Pres.	Pres.	Pres.	104	131	235	2 6 4	2 6 4	—	52 0 8	£ s. d.	Do.
362	4748	Do.	Milkeem, m. day,	Pres.	Pres.	Pres.	Pres.	Pres.	86	—	86	3 11 6	3 11 6	—	43 0 4	£ s. d.	Do.
363	8225	Do.	Do. . . . .	Pres.	Pres.	Pres.	Pres.	Pres.	77	38	115	1 13 11	1 13 11	—	26 0 0	£ s. d.	Do.
364	8225	Do.	Do. . . . .	Pres.	Pres.	Pres.	Pres.	Pres.	77	53	130	1 9 0	1 9 0	—	31 15 0	£ s. d.	Do.
365	8442	Do.	Do. . . . .	Pres.	Pres.	Pres.	Pres.	Pres.	114	93	202	2 2 7	2 2 7	—	67 0 0	£ s. d.	Do.
366	9151	Do.	Ballymacormack,	Pres.	Pres.	Pres.	Pres.	Pres.	80	77	153	1 10 1	1 10 1	—	41 15 0	£ s. d.	Do.
367	9230	Do.	Do. . . . .	Pres.	Pres.	Pres.	Pres.	Pres.	73	37	110	1 8 8	1 8 8	—	38 0 0	£ s. d.	Do.

[illegible]

## COUNTY OF FREMANTLE—192 Schools.

[illegible]

## List of Schools in operation on the 31st December, 1870.—Province of ULSTER: County of FERMANAGH—continued.

Number	Roll Number of School.	Parish.	District.	School.	Verbal or Written Vouch.	Religious Instruction of Minister or Communion.	Teacher and Assistant Teachers.	Attendance for the Year.			Amount paid for Books, Stationery, and other Expenses.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
								Total number of Pupils on Roll within the Year.	Males.	Females.		In Frank of National, and other Appointments.	In National, and other Appointments.		
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	
82	3792	Clooshish.	13	Corryglass, West.	R.C.	R.C.	R.C.	53	53	91	34	—	—	4 10 0	
83	3811	Do.		Corryglass, East.	R.C.	R.C.	R.C.	51	51	85	94	—	—	4 10 0	
84	4178	Do.		Lishellaw, m.	R.C.	R.C.	R.C.	80	80	80	31	—	—	2 4 0	
85	4558	Do.		Do.	R.C.	R.C.	R.C.	110	110	110	35	—	—	4 7 10	
86	6453	Do.		Recessary, f.	R.C.	R.C.	R.C.	68	68	120	43	—	—	2 12 7	
87	5782	Do.		Reboon, f.	R.C.	R.C.	R.C.	42	42	103	31	—	—	11 0 0	
88	7337	Do.		Lattone, f.	R.C.	R.C.	R.C.	66	66	120	23	—	—	3 3 10	Garden free.
89	7007	Do.		Gornagee, f.	R.C.	R.C.	R.C.	81	81	131	47	—	—	0 18 0	
90	8108	Do.		Reboon, f.	R.C.	R.C.	R.C.	42	42	80	72	—	—	5 2 0	
91	8697	Do.		Killycra, f.	R.C.	R.C.	R.C.	63	63	114	41	—	—	—	No statistics available.
92	8268	Do.		Mullymuck, f.	R.C.	R.C.	R.C.	40	40	81	31	—	—	0 16 0	
93	3711	Derryvullan, Do.		Do.	R.C.	R.C.	R.C.	40	40	81	31	—	—	5 11 0	
94	8609	Do.		Do.	R.C.	R.C.	R.C.	35	35	68	26	—	—	3 10 8	
95	3995	Do.		Do.	R.C.	R.C.	R.C.	48	48	88	30	—	—	0 6 0	
96	4096	Do.		Do.	R.C.	R.C.	R.C.	56	56	113	31	—	—	—	
97	5703	Do.		Do.	R.C.	R.C.	R.C.	49	49	100	34	—	—	2 10 0	
98	8715	Do.		Do.	R.C.	R.C.	R.C.	94	94	187	68	—	—	9 10 2	
99	8777	Derryvullan, Do.		Do.	R.C.	R.C.	R.C.	52	52	114	35	—	—	1 11 3	Garden free.
100	3915	Do.		Do.	R.C.	R.C.	R.C.	94	94	187	68	—	—	Residence free.	
101	4301	Do.		Do.	R.C.	R.C.	R.C.	68	68	119	30	—	—	1 4 0	
102	6189	Do.		Do.	R.C.	R.C.	R.C.	84	84	134	30	—	—	4 6 0	
103	7510	Do.		Do.	R.C.	R.C.	R.C.	60	60	115	30	—	—	0 0 0	
104	8052	Do.		Do.	R.C.	R.C.	R.C.	50	50	101	31	—	—	8 10 0	
105	10448	Do.		Do.	R.C.	R.C.	R.C.	60	60	101	31	—	—	1 0 0	
106	10405	Do.		Do.	R.C.	R.C.	R.C.	70	70	134	30	—	—	8 0 0	
107	1742	Do.		Do.	R.C.	R.C.	R.C.	68	68	130	34	—	—	1 7 0	
108	10449	Do.		Do.	R.C.	R.C.	R.C.	64	64	134	30	—	—	3 18 0	Garden free.
109	2038	Do.		Do.	R.C.	R.C.	R.C.	69	69	130	31	—	—	Residence and Do.	
110	3494	Do.		Do.	R.C.	R.C.	R.C.	75	75	130	31	—	—	3 15 0	
111	10415	Do.		Do.	R.C.	R.C.	R.C.	77	77	130	31	—	—	3 2 0	
112	6700	Do.		Do.	R.C.	R.C.	R.C.	53	53	104	31	—	—	8 10 0	Porters not available.



[illegible]

## List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Fermanagh—continued.

Roll Number.	Parish.	District.	School.	Control or Mgmt. Voted.	Expenses at Station or Conveyance.	Teacher and Religious at Teachers.	Attendance for the Year.		Amount paid for Books and Apprentices at Estimated Prices.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.		
							Total number of Pupils both within the Year.	Average Daily Attendance.		In Free-School of Books, Apprentices, and Apprentices.	In Institutes, Physicians, and other Grants.				
110 4868	Kinnelty,	31	Garvey, Donatella,		R.C.	R.C.	109	85	103	41	£ 1 12 8	£ 3 18 4	£ 4 14 6		
111 4867	Do.	—	Anglican, Donatella,		R.C.	R.C.	100	65	103	56	£ 3 10 4	£ 3 11 8	£ 0 1 2		
112 4863	Do.	13	Garvey,		R.C.	R.C.	63	66	101	27	£ 0 12 1	£ 25 10 0	£ 3 10 6		
113 6101	Do.	31	Drummaymore,		R.C.	R.C.	127	75	203	51	£ 4 16 10	£ 8 11 7	£ 6 14 0		
114 7414	Do.	13	Kinnelty, m.		R.C.	R.C.	103	—	103	21	£ 1 10 10	£ 18 0 0	£ 3 18 6		
115 9374	Do.	—	Do.		R.C.	R.C.	—	130	130	40	£ 1 6 0	£ 42 1 8	£ 3 16 9		
116 9407	Do.	31	Anglican,		R.C.	R.C.	45	43	87	29	£ 3 2 4	£ 15 0 0	£ 14 0 4		
117 6140	Kinnelty,	13	Feeney,		R.C.	R.C.	39	63	102	27	£ 0 11 11	£ 29 0 0	£ 1 4 0		
118 2163	Magheramara,	—	Clare View,	v.r.	R.C.	R.C.	43	17	59	30	£ 1 6 3	£ 0 0 0	£ 0 17 0		
119 2948	Do.	—	Nelderry,		R.C.	R.C.	116	73	189	70	£ 7 17 2	£ 67 6 0	£ 4 13 6		
120 3273	Do.	—	Clay,		R.C.	R.C.	54	31	69	53	£ 0 12 6	£ 17 0 0	£ 4 6 6		
121 3521	Do.	—	Anglican,	v.r.	R.C.	R.C.	70	30	119	36	£ 2 10 3	£ 29 8 0	£ 3 7 4		
122 3574	Do.	—	Crosscun,		R.C.	R.C.	73	33	139	47	£ 4 14 8	£ 33 13 4	£ 3 2 0		
123 3993	Do.	3	Maghera,		R.C.	R.C.	59	72	101	50	£ 1 10 3	£ 34 10 0	£ 3 11 6		
124 6783	Do.	13	Lack, Ord. Agr.	v.r.	R.C.	R.C.	46	75	121	36	£ 1 19 8	£ 34 10 0	£ 3 6 0	Farm free.	
125 2950	Magheramara,	—	Cash,		R.C.	R.C.	98	44	140	32	£ 18 0 0	£ 10 10 6	£ 10 10 6		
126 8357	Do.	—	Garra,	A.	R.C.	R.C.	84	57	143	43	£ 2 15 1	£ 62 1 8	£ 5 19 0		
127 8510	Do.	—	Sydara,	A.	R.C.	R.C.	78	49	123	30	£ 2 12 8	£ 24 0 0	£ 3 6 8		
128 8735	Magheramara,	13	Drumcannon,		R.C.	R.C.	102	45	147	36	£ 1 9 0	£ 36 8 4	£ 3 16 6		
129 9942	Rossey,	—	Ashwood,		R.C.	R.C.	43	49	92	23	£ 1 9 0	£ 29 5 0	£ 3 4 7		
130 9572	Templem,	3	Townsway,		R.C.	R.C.	29	29	59	24	£ 0 17 0	£ 19 10 0	£ 1 4 0		
131 8001	Do.	—	Bow Island,		R.C.	R.C.	27	22	49	23	£ 0 16 3	£ 7 10 0	£ 3 16 3	Garden free.	
132 9705	Do.	—	Letter,		R.C.	R.C.	40	41	90	34	£ 0 11 3	£ 18 0 0	£ 3 16 3		
Total for County Fermanagh, 1870.								8,072	6,832	14,904	4,708	£ 274 1 1	£ 3,963 16 6	£ 010 18 3	



## List of Schools in operation on the 31st December, 1870.—Province of ULSTER: County of LONDONDERRY—continued.

Number.	Parish.	School.	Voted or Non-Voted.	Religious or Managerial Character.		Number and Sexes of Pupils.		Attendance for the Year.		Amount paid for Books, Stationery, and other Expenses.	Aid granted by the Board during the year.			Amount of Local Emoluments received in Aid of Salary.	Observations.
				Classical.	English.	Boys.	Girls.	Total.	Total.		In Proportion of the Local Tax.	In Proportion of the Local Tax.	In Proportion of the Local Tax.		
40	Borough,	Glencorway,	v.c.	E.C.	Pres.	57	143	168	31	£ 1 5 0	£ s. d.	£ s. d.	£ s. d.	11 11 3	Garden free.
41	Borough,	Monaghughan, m.	v.c.	E.C.	R.C.	143	43	143	43	2 17 8	—	—	—	4 12 4	
42	Borough,	Do.	v.c.	E.C.	R.C.	81	61	61	31	1 14 8	—	—	—	0 18 6	
43	Do.	Fincarn, m.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	8 15 0	Garden free.
44	Do.	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
45	Do.	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
46	Do.	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	Garden free.
47	Do.	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
48	Do.	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
49	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	Garden free.
50	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
51	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
52	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	Garden free.
53	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
54	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
55	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	Garden free.
56	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
57	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
58	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	Garden free.
59	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
60	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
61	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	Garden free.
62	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
63	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
64	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	Garden free.
65	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
66	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
67	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	Garden free.
68	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
69	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
70	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	Garden free.
71	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
72	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
73	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	Garden free.
74	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	
75	Ballybrannigan,	Do.	v.c.	E.C.	R.C.	—	—	—	—	—	—	—	—	0 8 0	

[illegible]

## List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Londonderry—continued.

Number.	Parish.	District.	School.	Value of Non-Volunt.	Teachers		Scholar and Examinations of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, and Apparatus, and other school expenses.	Aid granted by the Board during the year.		Amount of Local Emoluments received in Aid of Salary.	Observations.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
					General.	Lat.	Private- sch.	Public- sch.	Adult- sch.	Males.	Females.		Total.	Pres. B.C.			Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.	Pres. B.C.







[illegible]

## COUNTY OF MONAGHAN—158 Schools.

[illegible]

## List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of MONAGHAN—continued.

Number.	Parish.	District.	School.	Voted for Non-Vol.	Religious Instruction of Managers or Corporation.		Number and Qualifications of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, and Apparatus. at School Fees.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
					Church.	Leg.	Priest, paid.	Aid- less.	Total number of Pupils on Rolls within the Year.		Average Daily Attendance.		£ s. d.	£ s. d.		
									Males.	Females.						
8	Agnewmillan,	24	Corncharn, m. Do.		E.C.	R.C.	-	73	73	17	£ s. d.	£ s. d.	£ s. d.	£ s. d.	Garden free.	
9	Do.		Do.		E.C.	R.C.	-	87	87	20	1 5 0	18 0 0	0 18 6	0 18 6	Do.	
10	Do.		Anghamullan,		R.C.	R.C.	-	44	99	73	1 7 3	96 0 0	0 14 6	0 14 6	Do.	
11	Do.		Ullagh, Do.		E.C.	-	Pres.	88	92	70	1 7 3	24 0 0	0 3 8	0 3 8	Residence and garden free.	
12	Do.		Shantough, Do.		E.C.	E.C.	-	14	21	35	1 0 3	15 0 0	0 17 5	0 17 5	Do.	
13	Do.		Mallinagore, Do.		E.C.	E.C.	-	88	84	72	3 12 8	15 0 0	0 11 8	0 11 8	Do.	
14	Do.		Corles, Do.		E.C.	-	-	-	-	-	-	24 0 0	0 14 8	0 14 8	Do.	
15	Do.		Derrygonery, Do.		E.C.	R.C.	-	104	66	170	2 10 4	47 13 4	0 7 0	0 7 0	Insipiente.	
16	Do.		Annabla, Do.		R.C.	R.C.	-	108	93	201	1 17 6	40 17 6	8 9 7	8 9 7	Do.	
17	Do.		Corlisk, Do.		R.C.	-	R.C.	103	76	181	1 0 3	20 5 0	1 14 6	1 14 6	Do.	
18	Do.		Aghabeg, or Latnamark, Do.		R.C.	-	R.C.	78	67	145	3 10 0	36 16 8	4 0 0	4 0 0	Do.	
19	Do.		Do.		R.C.	-	R.C.	60	63	123	1 14 9	21 0 0	4 0 4	4 0 4	Do.	
20	Do.		Do.		R.C.	-	R.C.	119	75	196	5 10 5	19 13 4	0 5 3	0 5 3	Do.	
21	Do.		Tadnellave, Do.		R.C.	-	R.C.	43	58	80	0 10 3	18 0 0	0 10 0	0 10 0	Do.	
22	Do.		Glaseadagh, Do.		Pres.	-	E.C.	46	60	96	2 9 3	19 10 0	0 0 0	0 0 0	Do.	
23	Do.		Ompaceagh, Do.		Pres.	-	R.C.	59	67	126	7 11 8	53 0 0	3 13 6	3 13 6	Do.	
24	Do.		Ballinac, Do.		Pres.	-	Pres.	62	61	113	1 6 3	17 10 0	1 14 0	1 14 0	Do.	
25	Do.		Derryvally, Do.		Pres.	-	Pres.	101	61	162	4 3 7	46 0 0	4 1 0	4 1 0	Do.	
26	Do.		Clongier, Do.		Pres.	-	Pres.	60	39	99	2 11 11	18 0 0	0 17 5	0 17 5	Do.	
27	Do.		Ballybeg, m.		R.C.	-	R.C.	121	-	121	4 13 3	24 0 0	7 8 10	7 8 10	Do.	
28	Do.		Do. No. 2, Do.		R.C.	-	R.C.	80	46	126	1 8 1	44 0 0	13 13 8	13 13 8	Do.	
29	Do.		Do.		R.C.	-	R.C.	112	98	210	7 3 1	24 0 0	20 10 0	20 10 0	Do.	
30	Do.		Do.		Pres.	-	Pres.	57	39	96	-	46 0 0	7 0 4	7 0 4	Do.	
31	Do.		Do.		R.C.	-	R.C.	110	109	219	43 0 0	49 0 0	30 0 0	30 0 0	Do.	
32	Do.		Do.		R.C.	-	R.C.	196	74	270	2 13 10	58 0 0	7 6 0	7 6 0	Do.	
33	Do.		Do.		R.C.	-	R.C.	192	192	384	4 1 3	76 5 0	6 10 3	6 10 3	Do.	
34	Do.		Do.		R.C.	-	R.C.	48	38	86	2 12 5	40 0 0	6 16 4	6 16 4	Do.	
35	Do.		Do.		Pres.	-	Pres.	143	85	210	0 17 9	19 0 0	2 19 6	2 19 6	Do.	
36	Do.		Do.		R.C.	-	R.C.	60	60	120	4 3 10	37 10 0	0 11 0	0 11 0	Do.	
37	Do.		Do.		R.C.	-	R.C.	164	164	328	3 0 10	38 10 0	1 17 0	1 17 0	Do.	
38	Do.		Do.		R.C.	-	R.C.	103	103	206	5 1 5	76 0 0	30 5 4	30 5 4	Do.	



## List of Schools in operation on the 31st December, 1870.—Province of ULSTER: County of MONAGHAN—continued.

Roll Number.	Parish.	District.	School.	Visited or Non-Visited.	Religious Denominations of Managers or Correspondents.		Number and Denominations of Teachers.		Attendance for the Year.			Amount paid for Books, Apparatus, and other school Expenses.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
					Catholic.	Anglican.	Presb.	Anglican.	Total number of Pupils on Roll within the Year.	Males.	Females.		In Free Schools, Prisons, and other Institutions.	In Free Schools, Prisons, and other Institutions.		
83	Enatria,	18	Cornavenn,		R.C.	R.C.	R.C.	87	80	167	63	—	—	—	—	(Garden free, Residence and Residence free.
84	Do.		Tatigass,		R.C.	R.C.	R.C.	59	57	126	41	—	—	—	—	
85	Do.		Undinagh,		R.C.	R.C.	R.C.	57	55	112	38	—	—	—	—	
86	Do.		Bodestory,		R.C.	R.C.	R.C.	61	59	120	35	—	—	—	—	
87	Do.		Drumgole,		R.C.	R.C.	R.C.	87	89	70	28	—	—	—	—	
88	Do.		Indishaven,		R.C.	R.C.	R.C.	140	105	245	51	—	—	—	—	
89	Do.		Kilnamineha,	v.c.	R.C.	R.C.	R.C.	62	57	120	31	—	—	—	—	
90	Do.		Blackstagh,	v.c.	R.C.	R.C.	R.C.	136	91	247	66	—	—	—	—	
91	Do.		Threemilehouse,		R.C.	R.C.	R.C.	78	68	140	54	—	—	—	—	
92	Do.		Tetops,		R.C.	R.C.	R.C.	61	54	115	48	—	—	—	—	
93	Do.		Corcaghan,	m.	R.C.	R.C.	R.C.	109	—	160	53	—	—	—	—	
94	Do.		Ureber,	f.	R.C.	R.C.	R.C.	69	40	100	31	—	—	—	—	
95	Do.		Killoran,		R.C.	R.C.	R.C.	80	89	165	60	—	—	—	—	
96	Do.		Tus,		R.C.	R.C.	R.C.	84	77	161	46	—	—	—	—	
97	Do.		Drumblinagh,		R.C.	R.C.	R.C.	55	67	122	37	—	—	—	—	
98	Do.		Killyerman,		R.C.	R.C.	R.C.	88	88	174	55	—	—	—	—	
99	Do.		Narblin,		R.C.	R.C.	R.C.	121	70	200	52	—	—	—	—	
100	Do.		Bandear Park,		R.C.	R.C.	R.C.	88	85	71	35	—	—	—	—	
101	Do.		Lisclairin,		R.C.	R.C.	R.C.	45	55	103	45	—	—	—	—	
102	Do.		Gaskeahane,		R.C.	R.C.	R.C.	51	34	85	31	—	—	—	—	
103	Do.		Corneen,		R.C.	R.C.	R.C.	97	70	167	40	—	—	—	—	
104	Do.		Amagheigh,		R.C.	R.C.	R.C.	91	70	154	43	—	—	—	—	
105	Do.		Bakerragh,		R.C.	R.C.	R.C.	57	52	100	14	—	—	—	—	
106	Do.		Leguaneen,		R.C.	R.C.	R.C.	130	—	130	63	—	—	—	—	
107	Do.		Monaghan, Minor	m.	R.C.	R.C.	R.C.	130	120	250	62	—	—	—	—	
108	Do.		Moda,	f.	R.C.	R.C.	R.C.	41	40	80	48	—	—	—	—	
109	Do.		Do.	i.	R.C.	R.C.	R.C.	51	48	99	11	—	—	—	—	
110	Do.		Do.	Conr. f.	R.C.	R.C.	R.C.	97	11	8	—	—	—	—	—	
111	Do.		Do.	Westh.	R.C.	R.C.	R.C.	43	43	74	43	—	—	—	—	



## List of Schools in operation on the 31st December, 1870.—Province of ULSTER: County of TYRONE.

## COUNTY OF TYRONE—334 Schools.

Roll Number of School.	Parish.	District.	School.	Voluntary or Non-Voluntary.	Religious Denomination of Minister or Correspondent.		Teacher and Regulation of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, and other Expenses.	All granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.		
					Catholic.	Anglican.	Private pupils.	Anglican.	Total number of Pupils in the Year.		Average Daily Attendance.		In Free Schools, Endowments, and other Appropriations.	In Scholarships, Prizes, and other Grants.				
									Males.	Females.	Total.		£	s.	d.	£	s.	d.
1 7758	Ardsraw,		St. Neotoma-Stewart	v.c.	Pres.	R.C.	Pres.	R.C.	94	76	170	40	19	11	6	440	17	1
2 7759	Do.		Minor Model, m.	v.c.	Pres.	R.C.	Pres.	R.C.	42	38	80	37	0	12	3	39	13	4
3 7804	Do.		Do.	v.c.	Pres.	R.C.	Pres.	R.C.	38	40	78	25	2	1	7	43	0	0
4 376	Do.		Linscaragh,	v.c.	Pres.	R.C.	Pres.	R.C.	129	43	172	42	0	5	0	7	10	0
5 1857	Do.		St. Neotoma-Stewart,	v.c.	Pres.	R.C.	Pres.	R.C.	62	45	107	41	0	0	0	18	0	0
6 1877	Do.		Tullymore,	A.	Pres.	R.C.	Pres.	R.C.	62	41	103	31	1	0	3	24	0	0
7 2737	Do.		Tullymore,	A.	Pres.	R.C.	Pres.	R.C.	33	43	76	24	0	10	6	24	0	0
8 3097	Do.		Killymore,	A.	Pres.	R.C.	Pres.	R.C.	57	59	116	36	1	13	2	27	10	0
9 3329	Do.		Douglas,	A.	Pres.	R.C.	Pres.	R.C.	54	62	116	40	1	7	0	18	0	0
10 3410	Do.		Garrettagh,	A.	Pres.	R.C.	Pres.	R.C.	47	59	106	40	1	6	0	14	0	0
11 3433	Do.		Garrettagh,	A.	Pres.	R.C.	Pres.	R.C.	44	43	87	38	4	10	11	15	0	0
12 3534	Do.		Cash,	A.	Pres.	R.C.	Pres.	R.C.	62	42	104	30	4	10	11	29	16	8
13 6030	Do.		Magheracloon,	A.	Pres.	R.C.	Pres.	R.C.	31	27	58	10	6	7	8	11	1	5
14 6935	Do.		Do.	A.	Pres.	R.C.	Pres.	R.C.	34	73	107	51	5	7	8	23	8	10
15 7151	Do.		Drumahilly,	A.	Pres.	R.C.	Pres.	R.C.	50	41	91	38	1	16	0	14	9	0
16 7403	Do.		Gallon,	A.	Pres.	R.C.	Pres.	R.C.	38	47	85	35	1	12	11	10	0	0
17 7611	Do.		Drumlagagh,	A.	Pres.	R.C.	Pres.	R.C.	53	58	111	41	4	13	0	24	0	0
18 7673	Do.		Naghavonny,	A.	Pres.	R.C.	Pres.	R.C.	84	72	156	56	8	1	0	57	15	0
19 7696	Do.		Naghavonny,	A.	Pres.	R.C.	Pres.	R.C.	70	59	129	49	3	5	9	57	15	0
20 7699	Do.		Carakanny,	A.	Pres.	R.C.	Pres.	R.C.	80	52	132	43	1	0	3	40	0	0
21 8408	Do.		Lettist,	A.	Pres.	R.C.	Pres.	R.C.	113	113	226	37	1	9	11	25	10	0
22 8904	Do.		Do.	A.	Pres.	R.C.	Pres.	R.C.	49	27	76	27	3	8	10	16	0	0
23 9373	Do.		St. Neotoma-Stewart,	A.	Pres.	R.C.	Pres.	R.C.	70	69	139	55	3	8	10	44	0	0
24 9753	Do.		Leggindrom,	A.	Pres.	R.C.	Pres.	R.C.	47	35	82	24	2	14	6	29	0	0
25 376	Do.		Shanahilly,	A.	Pres.	R.C.	Pres.	R.C.	106	87	193	83	—	—	—	—	—	—
26 380	Do.		Shanahilly,	A.	Pres.	R.C.	Pres.	R.C.	31	41	72	46	3	8	4	45	10	8
27 1192	Do.		Malishmore,	A.	Pres.	R.C.	Pres.	R.C.	62	81	143	63	1	8	6	29	0	0
28 7900	Do.		Knocknary,	A.	Pres.	R.C.	Pres.	R.C.	70	63	133	40	2	8	8	37	18	4
29 8339	Do.		Knocknary,	A.	Pres.	R.C.	Pres.	R.C.	70	63	133	40	2	8	8	37	18	4
30 8504	Do.		Knocknary,	A.	Pres.	R.C.	Pres.	R.C.	70	63	133	40	2	8	8	37	18	4
31 9316	Do.		Knocknary,	A.	Pres.	R.C.	Pres.	R.C.	70	63	133	40	2	8	8	37	18	4



## List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of TYRONE—continued.

Number.	Parish.	District.	School.	Visited or Not Visited.	Religious Instruction or Correspondence.		Number and Expenditure of Teachers.		Attendance for the Year.			Amount paid for Books, Registers, and other Expenses.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.	
					Ordnal.	Lat.	Ordnal.	Lat.	Total number of Pupils on Roll within the Year.	Males.	Females.		Total.	In Book of Books, Registers, and Apparatus.			In Salaries, Pensioners, and other assistance.
78	8212	Clogher.	14	Aughermain.	Pres.	Pres.	Pres.	Pres.	72	35	107	34	2 10 10	—	18 0 0	3 6 8	Residence free.
79	9077	Do.	14	Clogher Parochial.	E.C.	E.C.	E.C.	E.C.	78	45	123	43	2 11 9	—	47 7 9	27 10 4	Residence free.
80	9194	Do.	14	Do.	E.C.	E.C.	E.C.	E.C.	27	43	70	18	1 7 3	—	10 0 0	1 8 0	Residence free.
81	9233	Do.	14	Marley.	Pres.	Pres.	Pres.	Pres.	32	39	71	27	—	—	8 17 6	8 0 0	Residence free.
82	8566	Cloness.	10	Aughermain.	E.C.	E.C.	E.C.	E.C.	91	99	190	55	1 6 8	—	27 18 4	8 4 2	Residence free.
83	2412	Do.	10	Do.	E.C.	E.C.	E.C.	E.C.	100	128	228	60	3 18 5	—	50 18 8	8 0 7	Residence free.
84	10188	Do.	10	King's Island.	Pres.	Pres.	Pres.	Pres.	83	90	173	61	4 10 11	—	24 0 0	35 1 3	Garden free.
85	397	Cumber, Upper.	6	Strangulavilly.	E.C.	E.C.	E.C.	E.C.	65	38	103	33	0 17 10	—	24 0 0	—	Garden free.
86	3587	Cloghermore.	14	Berragh.	Pres.	Pres.	Pres.	Pres.	106	—	—	42	1 6 8	—	23 0 0	2 1 6	Garden free.
87	4301	Do.	14	Do.	E.C.	E.C.	E.C.	E.C.	51	48	99	33	1 10 11	—	24 0 0	2 9 6	Garden free.
88	8804	Do.	14	Sackinone.	Pres.	Pres.	Pres.	Pres.	69	60	129	31	1 11 0	—	24 0 0	2 8 6	Garden free.
89	4947	Do.	14	Derryvally.	E.C.	E.C.	E.C.	E.C.	64	33	97	29	3 9 6	—	24 0 0	1 12 9	Garden free.
90	8368	Do.	14	Mullaghalla.	E.C.	E.C.	E.C.	E.C.	61	57	118	45	1 7 11	—	18 0 0	2 3 6	Garden free.
91	5850	Do.	14	Rosavey.	E.C.	E.C.	E.C.	E.C.	69	43	109	37	1 6 3	—	24 0 0	3 3 6	Garden free.
92	6695	Do.	14	Redargan.	E.C.	E.C.	E.C.	E.C.	90	44	134	37	1 15 0	—	24 0 0	2 4 8 3	Garden free.
93	6699	Do.	14	Cloghermore.	Pres.	Pres.	Pres.	Pres.	38	34	72	27	2 17 0	—	24 0 0	1 14 11	Garden free.
94	6084	Do.	14	Tullyfresh.	E.C.	E.C.	E.C.	E.C.	—	—	—	—	—	—	10 0 0	—	Residence free.
95	7046	Do.	14	Killybeg.	Pres.	Pres.	Pres.	Pres.	38	27	65	23	1 6 9	—	18 0 0	2 7 6	Residence free.
96	7835	Do.	14	Tullykeeran.	E.C.	E.C.	E.C.	E.C.	77	61	138	33	1 9 1	—	24 0 0	2 10 0	Residence free.
97	8639	Do.	14	Anglimore.	E.C.	E.C.	E.C.	E.C.	78	—	—	40	1 17 3	—	24 0 0	6 6 3	Residence free.
98	5004	Carrickel.	15	Anglimore.	E.C.	E.C.	E.C.	E.C.	59	50	109	31	1 18 9	—	21 10 0	2 10 0	Residence free.
99	5200	Do.	15	Do.	E.C.	E.C.	E.C.	E.C.	53	53	106	33	0 8 5	—	24 0 0	37 1 10	Residence free.
100	6364	Do.	15	Do.	E.C.	E.C.	E.C.	E.C.	70	63	133	64	2 6 2	—	24 0 0	33 8 7	Residence free.
101	6830	Do.	15	Immensagh.	E.C.	E.C.	E.C.	E.C.	83	80	163	44	—	—	27 10 0	4 14 0	Residence free.
102	9479	Do.	15	Carrickel.	E.C.	E.C.	E.C.	E.C.	61	31	92	37	1 10 0	—	47 10 0	18 2 9	Residence free.
103	3984	Carrickel.	15	Strabane.	Pres.	Pres.	Pres.	Pres.	100	5	105	49	4 4 8	—	27 18 4	23 3 0	Residence free.
104	7024	Do.	15	Do.	E.C.	E.C.	E.C.	E.C.	105	—	—	—	0 0 10	—	28 7 6	46 1 0	Residence free.
105	7263	Do.	15	Do.	E.C.	E.C.	E.C.	E.C.	105	—	—	—	—	—	28 7 6	46 1 0	Residence free.
106	7263	Do.	15	Do.	E.C.	E.C.	E.C.	E.C.	105	—	—	—	—	—	28 7 6	46 1 0	Residence free.
107	6026	Do.	15	Do.	E.C.	E.C.	E.C.	E.C.	105	—	—	—	—	—	28 7 6	46 1 0	Residence free.
108	2752	Do.	15	Do.	E.C.	E.C.	E.C.	E.C.	105	—	—	—	—	—	28 7 6	46 1 0	Residence free.





## List of Schools in operation on the 31st December, 1870.—Province of ULSTER: County of TYRONE—continued.

Number.	Parish.	District.	School.	Voted or Not Voted.	Teacher or Superintendent.		Number and Description of Pupils.		Attendance for the Year.		Amount paid for Books, Furniture, and Stationery.	Aid granted by the Board during the year.		Amount of Local Enrolments received in Aid of Salary.	OBSERVATIONS.
					Class.	Age.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.		
154	Donaghadee,	9	Castlemullan,				36	40	96	39		£ s. d.	£ s. d.	£ s. d.	Residence and gardens free. Returns under Boll No. 950.
155	Do.		Bresilly,				30	33	103	45		12 10 0	24 10 0	15 0 0	
156	Do.		Longfirth 1st class												Residence free. Returns under Boll No. 950.
157	Do.		Agricultural,												
158	Do.		Do.				75	37	112	39		86 0 0	0 0 0	1 3 8	Do.
159	Do.		Ballymacrordy, Ag.				87	48	135	48		24 0 0	0 0 0	2 11 0	
160	Do.		Drummacorm do.				89	64	153	43		51 0 0	0 0 0	8 8 0	Do.
161	Do.		Shankill,				48	52	100	32		18 0 0	0 0 0	3 8 7	
162	Do.		Drummacorm do.				102	102	204	32		42 0 0	0 0 0	8 0 2	Do.
163	Do.		Do.				109	109	218	32		30 0 0	0 0 0	2 17 0	
164	Do.		Do.				130	106	236	36		24 0 0	0 0 0	4 17 1	Do.
165	Do.		Do.				130	106	236	60		90 11 8	0 0 0	20 13 0	
166	Do.		Do.				117	115	232	29		40 0 0	0 0 0	0 16 6	Do.
167	Do.		Do.				112	73	185	23		14 0 0	0 0 0	2 11 6	
168	Do.		Do.				34	44	78	33		32 0 0	0 0 0	14 10 5	Do.
169	Do.		Do.				108	108	216	40		47 10 0	0 0 0	9 3 11	
170	Do.		Do.				68	88	156	40		23 0 0	0 0 0	5 0 1	Do.
171	Do.		Do.				61	176	237	64		23 0 0	0 0 0	20 13 0	
172	Do.		Do.				81	81	162	46		1 10 0	0 0 0	—	No returns.
173	Do.		Do.				62	47	109	48		34 0 0	0 0 0	13 12 9	
174	Do.		Do.				117	117	234	77		56 11 8	0 0 0	13 0 0	From residence.
175	Do.		Do.				144	144	288	52		58 13 4	0 0 0	10 0 0	
176	Do.		Do.				79	79	158	31		7 10 0	0 0 0	40 0 0	From residence.
177	Do.		Do.				86	86	172	45		7 10 0	0 0 0	40 0 0	
178	Do.		Do.				71	71	142	43		7 10 0	0 0 0	40 0 0	From residence.
179	Do.		Do.				70	70	140	33		7 10 0	0 0 0	40 0 0	
180	Do.		Do.				74	74	148	33		7 10 0	0 0 0	40 0 0	From residence.
181	Do.		Do.				74	74	148	33		7 10 0	0 0 0	40 0 0	



## List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Tyrone—continued.

Ball Number of	Parish	District	School	Visited or Non-Visited.	Religious Denomination of Minister or Correspondent.		Number and Habitation of Teachers.		Attendance for the Year.			Amount paid for Salaries and Expenses.		Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Remarks.
					Classical.	Logic.	Private.	Public.	Males.	Females.	Total.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
222	Desertcreat.	1b	Do.		R.C.		R.C.		103	105	210	58	46	0	0	8 11 6	
223	Do.		Do.		R.C.		R.C.		40	61	104	43	20	16	0	5 17 0	
224	Do.		Do.		R.C.		R.C.		42	50	92	20	14	0	0	9 10 0	
225	Do.		Do.		R.C.		R.C.		57	59	116	50	34	13	4	0 0 3	
226	Do.		Do.		R.C.		R.C.		41	33	74	33	6	0	0	10 18 0	
227	Do.		Do.		R.C.		R.C.		90	73	163	52	33	10	9	4 0 0	
228	Do.		Do.		R.C.		R.C.		81	18	69	50	30	0	0	1 19 9	
229	Do.		Do.		R.C.		R.C.		30	49	79	23	25	0	0	0 14 0	
230	Do.		Do.		R.C.		R.C.		70	53	123	33	33	9	0	3 18 0	
231	Do.		Do.		R.C.		R.C.		69	67	136	45	32	0	0	0 15 0	
232	Do.		Do.		R.C.		R.C.		63	35	103	34	1	10	6	0 10 0	
233	Do.		Do.		R.C.		R.C.		79	61	140	37	1	12	7	0 10 0	
234	Do.		Do.		R.C.		R.C.		43	47	90	38	1	15	11	1 16 5	
235	Do.		Do.		R.C.		R.C.		55	45	98	32	1	7	10	2 0 0	
236	Do.		Do.		R.C.		R.C.		45	35	80	37	1	9	9	7 0 0	
237	Do.		Do.		R.C.		R.C.		100	94	194	45	1	7	0	0 0 3	
238	Do.		Do.		R.C.		R.C.		109	87	196	44	2	15	11	2 17 6	
239	Do.		Do.		R.C.		R.C.		91	75	166	34	1	7	9	0 18 3	
240	Do.		Do.		R.C.		R.C.		83	45	148	36	1	7	9	8 14 0	
241	Do.		Do.		R.C.		R.C.		111	80	197	44	3	1	11	9 11 0	
242	Do.		Do.		R.C.		R.C.		130	88	218	45	3	15	2	5 13 6	
243	Do.		Do.		R.C.		R.C.		46	83	129	32	1	10	11	4 19 0	
244	Do.		Do.		R.C.		R.C.		52	31	83	30	1	0	0	8 19 0	
245	Do.		Do.		R.C.		R.C.		52	45	97	31	1	0	0	3 14 2	
246	Do.		Do.		R.C.		R.C.		74	48	122	31	1	7	8	2 4 0	
247	Do.		Do.		R.C.		R.C.		74	50	124	35	3	10	2	0 10 0	
248	Do.		Do.		R.C.		R.C.		51	36	87	25	8	15	0	0 17 0	
249	Do.		Do.		R.C.		R.C.		60	41	100	33	1	11	0	2 3 9	
250	Do.		Do.		R.C.		R.C.		36	27	63	21	1	7	2	1 4 0	
251	Do.		Do.		R.C.		R.C.		51	30	81	27	31	15	0	1 0 0	
252	Do.		Do.		R.C.		R.C.		36	61	97	27	31	15	0	1 0 0	
253	Do.		Do.		R.C.		R.C.		36	61	97	27	31	15	0	1 0 0	



## List of Schools in operation on the 31st December, 1870.—Province of Ulster: County of Tyrone—continued.

Number.	Parish.	District.	School.	Voted or Non-Voted.	Education of Managers or Corporation.		Number and Discontinuation of Teachers.		Attendance for the Year.				Amount paid for Books, Apparatus, and other school Expenses.	Aid granted by the Board during the year.			Amount of Local Emoluments received in Aid of Salary.	Observations.
					Classical.	Lat.	Teach.	Total number of Pupils on Books within the Year.	Males.	Females.	Total.	£ s. d.		£ s. d.	£ s. d.	£ s. d.		
2819	4075	Terranagallagh.	0 Lismacdon,		E.C.			63	48	111	30	—	—	—	39 10 0	1 10 0		
2820	4588	Do.	Scruffy,		E.C.			42	27	69	20	—	—	—	24 0 0	0 10 0		
2821	5448	Do.	Third Conary,		E.C.			47	53	100	30	—	—	—	24 0 0	0 10 0		
2822	7323	Do.	Tullyear,		E.C.			43	30	73	26	—	—	—	18 0 0	4 17 10		
2823	8130	Do.	Cough,		E.C.			39	31	70	27	—	—	—	16 0 0	2 16 6		
2824	4371	Terranagallagh.	14 Aughinog,		E.C.			131	94	225	60	—	—	—	33 10 0	2 17 0		
2825	4366	Do.	Cough,		E.C.			74	87	161	57	—	—	—	24 0 0	5 4 3		
2826	1362	Do.	14 Tanderages,		E.C.			64	63	127	34	—	—	—	24 0 0	3 0 0		
2827	2346	Do.	13 Tanderages,		E.C.			61	62	123	48	—	—	—	34 10 0	—		
2828	4077	Do.	14 Slemishcross,		E.C.			42	40	82	40	—	—	—	40 0 0	19 0 0		
2829	5182	Do.	14 Duvalcross,		E.C.			48	36	84	50	—	—	—	18 0 0	2 1 6		
2830	5247	Do.	15 Carrickmore,		E.C.			—	—	—	—	—	—	—	—	—		
2831	5248	Do.	14 Carrickmore,		E.C.			44	29	73	26	—	—	—	24 0 0	0 13 6		
2832	8004	Do.	14 Carrickmore,		E.C.			56	56	112	30	—	—	—	20 0 0	1 18 0		
2833	5257	Do.	14 Carrickmore,		E.C.			25	38	63	28	—	—	—	20 0 0	1 16 0		
2834	5257	Do.	14 Carrickmore,		E.C.			118	118	236	80	—	—	—	24 0 0	2 16 6		
2835	7280	Do.	Do.		E.C.			117	117	234	30	—	—	—	16 0 0	2 19 0		
2836	8500	Do.	Do.		E.C.			72	65	137	27	—	—	—	19 2 9	0 11 0		
2837	8135	Do.	15 Inchebrack,		E.C.			92	102	194	41	—	—	—	24 0 0	5 0 6		
2838	8245	Do.	15 Milltown,		E.C.			40	41	81	30	—	—	—	26 10 3	0 13 5		
2839	8520	Do.	14 Drumahilly,		E.C.			45	28	73	27	—	—	—	24 0 0	1 0 0		
2840	4485	Do.	15 Augher,		E.C.			66	66	132	68	—	—	—	40 6 6	2 17 3		
2841	7475	Do.	Cough,		E.C.			47	39	86	25	—	—	—	28 0 0	1 13 0		
2842	10237	Do.	Do.		E.C.			114	114	228	66	—	—	—	45 0 0	10 10 0		
2843	1180	Tullynichol,	Edwards,		E.C.			123	123	246	40	—	—	—	24 0 0	4 4 10		
2844	9150	Do.	Coal Island,		E.C.			57	73	130	40	—	—	—	—	—		
2845	10233	Do.	Do.		E.C.			139	133	272	87	—	—	—	42 10 0	32 3 0		
2846	4363	Do.	Kewella,		E.C.			100	90	190	43	—	—	—	37 10 0	1 10 0		
2847	4363	Do.	Kewella,		E.C.			100	90	190	43	—	—	—	32 16 8	0 7 3		
2848	4363	Do.	Kewella,		E.C.			100	90	190	43	—	—	—	75 0 0	14 6 0		
2849	4363	Do.	Kewella,		E.C.			100	90	190	43	—	—	—	4 13 0	0 10 0		



## List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Clare.—continued.

Number.	Roll Number of School.	Parish.	District.	Sched.	Voted or Not Voted.	Religious Instruction of Managers or Correspondents.		Number and Denominations of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, and other school expenses.	Aid granted by the Board during the year.			Amount of Local Emoluments received in Aid of Salary.	Observations.
						Charred.	Unchar.	Printed.	Unprint.	Total number of Pupils within the Year.	Males.	Females.		In Free schools, Hospitals, and other Approved.	In Schools, Free schools, and other.			
24	4323	Dysart.	4b	Toanagh, f.	A.	R.C.		R.C.		77	77	27	—	—	14	0	3 10 0	
25	7901	Do.		Dysart, f.		R.C.		R.C.		109	82	67	6 0 0	—	45	2	12 0 0	
26	4067	Doors.		Doors, m.		R.C.		R.C.		135	85	50	2 12 6	—	42	0	9 7 6	
27	5399	Do.		Knockanane, f.		R.C.		R.C.		94	94	31	1 0 0	—	34	0	3 0 0	
28	6600	Do.		Do., f.		R.C.		R.C.		75	75	31	3 12 0	—	20	0	3 6 2	
29	7915	Drumelliff.		Emile Corrent, f.		R.C.		R.C.		945	945	434	8 6 3	—	240	10	—	
30	3255	Do.		Do. Workhouse, f.		P.L.		R.C.		65	65	75	10 1 5	—	8	0	—	
31	3266	Do.		Do. Gael, f.		R.C.		R.C.		104	25	129	1 0 0	—	5	0	—	
32	6480	Drumreehy.	4b	Ballyvaughan, m.	v.c.	R.C.		R.C.		142	142	54	1 14 5	—	59	13	0 8 0	
33	6827	Do.		Do., f.	v.c.	R.C.		R.C.		135	135	50	2 10 11	—	57	0	4 0 0	
34	6358	Do.		Do. Workhouse, f.		P.L.		R.C.		83	83	38	3 4 11	—	69	1	—	
35	1304	Ennistymon, or Kilmacshane.		Ennistymon, f.	v.c.	R.C.		R.C.		152	152	62	0 16 10	—	41	18	5 4 0	House free.
36	3534	Do.		Do. Workhouse, f.		P.L.		R.C.		119	80	45	3 8 2	—	87	1	5 10 0	
37	2489	Fekle, f.		Fekle 1st Cl. Agm. f.	A.	R.C.		R.C.		236	236	83	4 18 9	—	30	8	0 0 0	
38	2440	Do.		Do., f.	A.	R.C.		R.C.		231	231	78	2 0 0	—	30	8	2 17 0	
39	3300	Do.		Do., f.		R.C.		R.C.		131	87	34	2 0 0	—	19	0	1 0 0	
40	4187	Do.		Do., f.		R.C.		R.C.		90	85	27	0 17 2	—	18	0	1 8 0	
41	4541	Do.		Do., f.		R.C.		R.C.		144	75	69	1 4 6	—	22	13	7 2 6	
42	3016	Do.		Do., f.	v.c.	R.C.		R.C.		160	80	74	2 1 7	—	30	8	4 4 0	
43	3400	Do.		Do., f.	v.c.	R.C.		R.C.		38	72	38	2 0 1	—	25	13	4 7 6	
44	9229	Inagh, f.		Do., f.	v.c.	R.C.		R.C.		125	125	40	3 0 6	—	18	16	1 15 10	
45	0230	Do.		Do., f.	v.c.	R.C.		R.C.		114	114	38	3 0 6	—	28	0	6 4 8	
46	0547	Do.		Do., f.	v.c.	R.C.		R.C.		162	162	59	—	—	18	6	5 0 0	
47	0571	Do.		Do., f.		R.C.		R.C.		161	161	47	3 15 4	—	50	10	14 7 6	
48	8151	Inagh, f.		Do., f.		R.C.		R.C.		170	98	68	0 17 8	—	37	10	8 14 8	
49	4046	Inchicrossan, f.	4b	Do., f.		R.C.		R.C.		140	140	49	0 17 3	—	29	10	7 7 4	
50	0086	Do.		Do., f.		R.C.		R.C.		115	115	40	1 7 11	—	25	0	8 10 0	
51	7202	Do.		Do., f.		R.C.		R.C.		113	45	113	1 7 0	—	02	13	0 18 2	
52	8283	Do.		Do., f.	v.c.	R.C.		R.C.		204	139	95	5 14 0	—	02	13	0 18 2	





## List of Schools in operation on the 31st December, 1870.—Province of Munster: County of CLARE—continued.

School Number.	Tahb.	District.	School.	Volunt. or Non-Volunt.	Representatives of		Teacher and		Attendance for the Year.			Amount paid for Books, Repapers, and other school expenses.		Aid granted by the Board during the year.		Amount of Local Emoluments received in Aid of Salary.	Observations.
					Chairman.	Exp.	Principal.	Assistants.	Total number of Pupils on Roll within the Year.	Female.	Male.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
98	4236	Kilmarney,	42	Lisacunn,	R.C.	-	R.C.	-	94	94	53	1 11 1	24 16 8	3	1 3		
100	3928	Kilmarney,	43	Mullagh,	R.C.	-	R.C.	-	128	128	106	9 17 5	136 0 0	0	11 3		
101	4481	Do.	-	Kilmarney,	R.C.	-	R.C.	-	103	103	96	-	21 0 0	0	2 18 0		
102	4432	Do.	-	Do.	R.C.	-	R.C.	-	93	93	32	1 6 8	24 0 0	0	2 12 4		
103	6267	Do.	-	Cleanealton,	R.C.	-	R.C.	-	105	105	93	2 12 2	60 11 8	3	4 6		
104	7118	Do.	-	Kilmarney MacMahon,	R.C.	-	R.C.	-	122	122	82	0 0 2	53 10 8	13	9 0		
105	7708	Do.	-	Tullycrane,	R.C.	-	R.C.	-	103	103	40	1 8 6	71 10 0	10	3 4		House and garden free.
106	7709	Do.	-	Do.	R.C.	-	R.C.	-	98	98	43	3 19 8	53 10 0	9	0 2		Garden free.
107	8241	Do.	-	Scrogh,	R.C.	-	R.C.	-	75	75	45	2 0 11	43 0 0	10	17 4		
108	8328	Do.	-	Annagh,	R.C.	-	R.C.	-	142	142	95	1 13 0	83 10 8	5	3 0		
109	8569	Do.	-	Cahircarrow,	R.C.	-	R.C.	-	114	114	93	3 0 10	98 11 8	8	15 0		
110	3900	Kilmarney,	-	Do.	R.C.	-	R.C.	-	140	140	103	3 14 2	60 0 0	9	19 0		
111	3901	Do.	-	Do.	R.C.	-	R.C.	-	224	224	218	37 19 2	300 0 0	8	4 0		
112	8607	Do.	-	Tullabrack,	R.C.	-	R.C.	-	83	83	31	3 18 0	4 10 0	4	0 0		
113	9008	Do.	-	Do.	R.C.	-	R.C.	-	107	107	52	0 2 0	4 10 0	4	0 0		
114	7600	Do.	-	Chahombeg,	R.C.	-	R.C.	-	70	70	67	8 0 1	74 10 0	12	0 0		
115	3204	Kilmarney,	-	Bathone,	R.C.	-	R.C.	-	133	133	43	2 10 5	31 16 8	8	10 0		
116	4252	Do.	-	Do.	R.C.	-	R.C.	-	94	94	37	1 17 11	20 0 0	0	2 10		
117	4433	Kilmarney,	-	Lettin,	R.C.	-	R.C.	-	96	96	63	0 11 9	20 0 0	0	2 15 0		
118	4434	Do.	-	Do.	R.C.	-	R.C.	-	119	119	90	4 10 9	40 5 0	2	18 0		
119	4751	Do.	-	Lacken,	R.C.	-	R.C.	-	119	119	61	5 2 1	44 10 0	2	5 0		
120	4752	Do.	-	Do.	R.C.	-	R.C.	-	119	119	61	5 2 1	92 6 8	15	0 0		Returns not available.
121	4816	Do.	-	Glenties,	R.C.	-	R.C.	-	110	110	57	3 1 0	31 8 4	15	0 0		
122	4548	Kilmarney,	-	Do.	R.C.	-	R.C.	-	121	121	47	5 8 0	25 13 4	5	18 0		
123	8027	Do.	-	Sallybank lat. Class	R.C.	-	R.C.	-	121	121	81	0 9 0	137 16 8	23	5 0		Residence free.
124	3973	Do.	-	Agionterah,	R.C.	-	R.C.	-	73	73	81	0 9 0	94 0 0	7	14 0		and profits of farm.
125	4518	Kilmarney,	-	Anghera,	R.C.	-	R.C.	-	80	80	55	2 14 8	69 1 8	0	15 0		
126	6311	Do.	-	Do.	R.C.	-	R.C.	-	220	220	85	4 17 1	66 0 0	0	6 0 0		
127	8338	Do.	-	Do.	R.C.	-	R.C.	-	183	183	85	2 14 8	53 0 0	0	6 19 0		
128	4918	Kilmarney,	-	Do.	R.C.	-	R.C.	-	101	101	40	2 14 8	53 10 0	0	8 15 0		
129	4920	Do.	-	Do.	R.C.	-	R.C.	-	100	100	47	4 0 0	43 0 0	0	3 15 0		
130	4851	Kilmarney,	-	Do.	R.C.	-	R.C.	-	133	133	60	4 0 10	43 0 0	0	3 15 0		
131	4022	Do.	-	Do.	R.C.	-	R.C.	-	140	140	57	5 13 0	56 10 0	4	2 8		



## List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Clare.—continued.

Member.	Roll Number of School.	Parish.	District.	School.	Voted or Not Voted.	Religious Instruction of Pupils.		Sanctor and Teachers.		Attendance for the Year.		Amount paid for Books, Apparatus, and other Expenses.		Aids granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.					
						Manager or Chaplain.	Teacher.	First class.	Second class.	Males.	Females.	Total.	Total number of Pupils in both within the Year.	In Stock of Books, Apparatus, and other Expenses.	In Salary, Expenses, and other Fees.							
778	5901	O'Brien's Bridge.	61	Brigdetown.	m.	R.C.	R.C.	200	188	200	188	75	3	0	0	38	1	8	19 12 7			
779	6908	Do.		Do.	f.	R.C.	R.C.	—	—	—	—	69	3	18	7	51	0	0	8 6 0			
780	7031	Oughnamona.	42	Gorta Clare.	m.	R.C.	R.C.	47	37	186	186	24	0	0	0	24	0	0	1 18 7			
781	4376	Quin.	45	Quin.	f.	R.C.	R.C.	130	130	130	130	62	3	8	2	81	0	0	18 9 0			
782	6828	Do.		Do.	f.	R.C.	R.C.	146	106	262	262	94	1	8	4	64	10	0	9 10 10			
783	441	Ruan.	49	Ruan.	m.	R.C.	R.C.	—	—	—	—	94	5	7	2	94	1	8	18 12 8			
784	1264	Do.		Do.	f.	R.C.	R.C.	—	—	—	—	—	1	11	9	—	—	—	—	Inoperative.		
785	4682	Do.		Do.	f.	R.C.	R.C.	118	118	137	137	45	3	19	0	38	0	0	2 15 0	land garden.		
786	448	St. Patrick's.	51	Parteen, Oud. Agr.	f.	R.C.	R.C.	112	98	112	112	30	1	10	6	57	1	8	7 10 0	Free residence.		
787	449	Do.		Do.	f.	R.C.	R.C.	237	182	237	182	63	2	14	9	32	0	0	7 7 0			
788	7004	Skinbridge.	45	Kilmurry.	m.	R.C.	R.C.	59	149	59	149	65	0	13	4	148	14	2	14 11 0			
789	1842	Tulla.	42	Do.	f.	R.C.	R.C.	59	51	110	110	53	4	13	2	57	5	0	3 10 0			
790	2703	Do.		Do.	f.	R.C.	R.C.	105	105	105	105	38	0	10	6	31	18	4	2 15 6			
791	8130	Do.		Do.	f.	R.C.	R.C.	77	77	84	84	35	1	0	7	37	0	0	1 14 0			
792	8142	Do.		Do.	f.	R.C.	R.C.	50	47	103	103	35	1	12	1	50	10	0	3 10 0			
793	7688	Do.		Do.	f.	R.C.	R.C.	50	46	96	96	31	1	5	8	29	0	0	1 10 0			
794	7993	Do.		Do.	f.	R.C.	R.C.	207	227	207	227	68	2	6	5	74	1	0	7 2 9			
795	8460	Do.		Do.	f.	R.C.	R.C.	227	227	227	227	78	8	8	0	93	13	4	7 18 3			
796	2421	Do.		Do.	f.	R.C.	R.C.	103	64	107	40	1	12	1	—	42	3	4	7 3 8			
797	4319	Do.		Do.	f.	R.C.	R.C.	78	63	131	43	1	2	11	—	40	0	0	7 15 3			
798	4730	Do.		Do.	f.	R.C.	R.C.	305	305	305	305	105	8	0	11	115	18	4	12 2 4			
799	4574	Do.		Do.	f.	R.C.	R.C.	207	207	207	207	64	12	1	5	60	15	0	6 5 0			
800	4175	Do.		Do.	f.	R.C.	R.C.	29	29	36	36	4	11	5	—	4	10	0	3 17 6			
801	8408	Do.		Do.	f.	R.C.	R.C.	102	102	37	37	1	18	2	—	34	0	0	0 12 1			
802	7682	Do.		Do.	f.	R.C.	R.C.	48	48	81	81	2	12	3	—	30	10	0	0 12 1			
803	7033	Do.		Do.	f.	R.C.	R.C.	130	130	130	130	36	2	12	0	21	25	0	2 17 6			
804	8028	Do.		Do.	f.	R.C.	R.C.	100	100	100	100	36	2	12	3	10	0	0	2 17 6			
805	7076	Do.		Do.	f.	R.C.	R.C.	78	78	78	78	27	2	14	5	10	0	0	2 0 0			
Total for County Clare, 207.										15,888	14,803	30,751	11,550	648	12	1	37	2	2	10,350	0	8



## List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Cork—continued.

No.	Name of School.	Parish.	District.	School.	No. of Pupils on 31st Dec. 1870.	Religious Instruction by Managers or Correspondents.	Teacher and Assistants.		Attendance for the Year.			Amount paid for Books, Apparatus, and other Expenses.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
							Teacher.	Assistant.	Males.	Females.	Total.		Average Daily Attendance.	In Type, Blank, and other Appointments.		
48	2448	Ballymore, Do.	53	Ballymore, Do.	137	R.C.	R.C.	93	230	323	104	£ s. d.	£ s. d.	£ s. d.		
49	2449	Do.	53	Do.	114	R.C.	R.C.	109	219	328	103	—	51 11 6	16 0 0		
50	2450	Do.	53	Do.	100	R.C.	R.C.	61	193	254	88	—	40 0 0	6 0 0		
51	2451	Do.	53	Do.	121	R.C.	R.C.	61	213	274	103	—	34 1 1	5 6 2		
52	2452	Do.	53	Do.	223	R.C.	R.C.	223	223	446	109	—	54 10 0	18 2 9		
53	2453	Do.	53	Do.	136	R.C.	R.C.	136	136	272	97	—	28 5 0	13 3 6		
54	2454	Do.	53	Do.	135	R.C.	R.C.	135	135	270	92	—	23 13 4	12 2 1		
55	2455	Do.	53	Do.	145	R.C.	R.C.	145	145	290	94	—	49 0 0	15 14 4		
56	2456	Do.	53	Do.	135	R.C.	R.C.	135	135	270	94	—	42 10 0	12 10 0		
57	2457	Do.	53	Do.	189	R.C.	R.C.	189	189	378	105	—	30 1 6	24 10 2		
58	2458	Do.	53	Do.	39	R.C.	R.C.	39	39	78	27	—	—	—		
59	2459	Do.	53	Do.	40	R.C.	R.C.	40	40	80	27	—	—	—		
60	2460	Do.	53	Do.	34	R.C.	R.C.	34	34	68	24	—	—	—		
61	2461	Do.	53	Do.	30	R.C.	R.C.	30	30	60	24	—	—	—		
62	2462	Do.	53	Do.	199	R.C.	R.C.	199	199	398	95	—	—	—		
63	2463	Do.	53	Do.	139	R.C.	R.C.	139	139	278	99	—	—	—		
64	2464	Do.	53	Do.	132	R.C.	R.C.	132	132	264	88	—	—	—		
65	2465	Do.	53	Do.	144	R.C.	R.C.	144	144	288	90	—	—	—		
66	2466	Do.	53	Do.	108	R.C.	R.C.	108	108	216	67	—	—	—		
67	2467	Do.	53	Do.	189	R.C.	R.C.	189	189	378	103	—	—	—		
68	2468	Do.	53	Do.	102	R.C.	R.C.	102	102	204	67	—	—	—		
69	2469	Do.	53	Do.	129	R.C.	R.C.	129	129	258	80	—	—	—		
70	2470	Do.	53	Do.	108	R.C.	R.C.	108	108	216	70	—	—	—		
71	2471	Do.	53	Do.	60	R.C.	R.C.	60	60	120	41	—	—	—		
72	2472	Do.	53	Do.	131	R.C.	R.C.	131	131	262	80	—	—	—		
73	2473	Do.	53	Do.	108	R.C.	R.C.	108	108	216	70	—	—	—		
74	2474	Do.	53	Do.	175	R.C.	R.C.	175	175	350	103	—	—	—		
75	2475	Do.	53	Do.	187	R.C.	R.C.	187	187	374	101	—	—	—		
76	2476	Do.	53	Do.	195	R.C.	R.C.	195	195	390	103	—	—	—		
77	2477	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
78	2478	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
79	2479	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
80	2480	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
81	2481	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
82	2482	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
83	2483	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
84	2484	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
85	2485	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
86	2486	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
87	2487	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
88	2488	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
89	2489	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
90	2490	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
91	2491	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
92	2492	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
93	2493	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
94	2494	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
95	2495	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
96	2496	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
97	2497	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
98	2498	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
99	2499	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		
100	2500	Do.	53	Do.	134	R.C.	R.C.	134	134	268	81	—	—	—		



## List of Schools in operation on the 31st December, 1870.—Province of MÜNSTER: County of COLOGNE—continued.

Number.	Parish.	District.	School.	Voted or Unvoted.	Religious Discipline or Corporation.	Number and Denominations of Teachers.	Attendances for the Year.			Amount paid for Books, Ink, &c., at School, &c.	In Favour of Baptism, Marriage, &c.	Aid granted by the Board during the year.		Amount of Losses received in Aid of Salary.	OBSERVATIONS.
							Total number of Pupils, on Rolls within the Year.	Males.	Females.			In Favour of Baptism, Marriage, &c.	In Favour of Baptism, Marriage, &c.		
1300	Creech.	98	St. Peter's (1), m.	v.z.	R.C.	R.C.	180	180	—	7 10 4	—	—	—	—	Inoperative.
1301	Do.	—	Do. No. 2, Conv. f.	v.z.	R.C.	R.C.	161	161	—	1 6 5	—	—	—	—	Do. ; aver-
1302	Do.	—	Do. (2), m.	v.z.	R.C.	R.C.	703	703	—	25 19 10	—	—	—	—	age from Re-
1303	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	181	181	—	1 6 10	—	—	—	—	port.
1304	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1305	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1306	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1307	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1308	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1309	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1310	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1311	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1312	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1313	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1314	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1315	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1316	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1317	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1318	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1319	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1320	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1321	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1322	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1323	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1324	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1325	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1326	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1327	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1328	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1329	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1330	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1331	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1332	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1333	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1334	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1335	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1336	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1337	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1338	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1339	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1340	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1341	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1342	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1343	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1344	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1345	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1346	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1347	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1348	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1349	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	
1350	Do.	—	Do. (3), m.	v.z.	R.C.	R.C.	—	—	—	—	—	—	—	—	





## List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Cork—continued.

No.	School.	District.	Parish.	School.	Voted or Not Voted.	Religious Instruction of Masters or Mistresses.		Religious Instruction of Pupils.		Attendance for the Year.		Amount paid for Books, Stationery, and Fuel.	Aid granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	Remarks.
						Classed.	Un- classified.	Total.	Male.	Female.	Total.		In Total.	In Total.	In Total.		
196	3958	Donaghadee	Do.	Do.	R.C.	—	—	—	70	70	140	88	—	—	—	—	—
197	4221	Do.	Do.	Do.	R.C.	—	—	—	67	67	134	48	—	—	—	—	—
198	4221	Do.	Do.	Do.	R.C.	—	—	—	130	130	260	48	—	—	—	—	—
199	4128	Donaghadee	Do.	Do.	R.C.	—	—	—	80	80	160	63	—	—	—	—	—
200	4254	Do.	Do.	Do.	R.C.	—	—	—	99	99	198	43	—	—	—	—	—
201	4258	Do.	Do.	Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—
202	4188	Donaghadee	Do.	Do.	R.C.	—	—	—	176	176	352	63	—	—	—	—	—
203	6239	Do.	Do.	Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—
204	6716	Do.	Do.	Do.	R.C.	—	—	—	96	96	192	70	—	—	—	—	—
205	6688	Do.	Do.	Do.	R.C.	—	—	—	102	102	204	71	—	—	—	—	—
206	6694	Donaghadee	Do.	Do.	R.C.	—	—	—	113	113	226	71	—	—	—	—	—
207	6680	Do.	Do.	Do.	R.C.	—	—	—	180	180	360	75	—	—	—	—	—
208	4768	Donaghadee	Do.	Do.	R.C.	—	—	—	176	176	352	102	—	—	—	—	—
209	6534	Do.	Do.	Do.	R.C.	—	—	—	217	217	434	101	—	—	—	—	—
210	6687	Do.	Do.	Do.	R.C.	—	—	—	97	97	194	179	—	—	—	—	—
211	3505	Do.	Do.	Do.	R.C.	—	—	—	39	39	78	36	—	—	—	—	—
212	4768	Do.	Do.	Do.	R.C.	—	—	—	163	163	326	93	—	—	—	—	—
213	4417	Do.	Do.	Do.	R.C.	—	—	—	30	30	60	97	—	—	—	—	—
214	6708	Do.	Do.	Do.	R.C.	—	—	—	67	67	134	59	—	—	—	—	—
215	7370	Do.	Do.	Do.	R.C.	—	—	—	92	92	184	57	—	—	—	—	—
216	2181	Donaghadee	Do.	Do.	R.C.	—	—	—	181	181	362	89	—	—	—	—	—
217	2258	Do.	Do.	Do.	R.C.	—	—	—	78	78	156	275	—	—	—	—	—
218	3212	Do.	Do.	Do.	R.C.	—	—	—	43	43	86	69	—	—	—	—	—
219	3212	Do.	Do.	Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—
220	6831	Do.	Do.	Do.	R.C.	—	—	—	181	181	362	69	—	—	—	—	—
221	1205	Do.	Do.	Do.	R.C.	—	—	—	6	6	12	100	—	—	—	—	—
222	7057	Do.	Do.	Do.	R.C.	—	—	—	14	14	28	10	—	—	—	—	—
223	6516	Do.	Do.	Do.	R.C.	—	—	—	162	162	324	29	—	—	—	—	—
224	6830	Do.	Do.	Do.	R.C.	—	—	—	72	72	144	30	—	—	—	—	—
225	6349	Do.	Do.	Do.	R.C.	—	—	—	61	61	122	30	—	—	—	—	—
226	4403	Do.	Do.	Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—



## List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Cork—continued.

Number.	Roll Number of School.	Parish.	District.	School.	V. School or Non-V. School.	Religious Instruction of Managers or Correspondents.		Number and Denomination of Teachers.		Attendance for the Year.			Amount paid for the Year. Repairs, and Depreciation, at Estimated Prices.	Aid granted by the Board during the year.		Amount of Local Contributions received in Aid of Salary.	Observations.		
						Ordinal.	Exp.	Private.	Public.	Males.	Females.	Total.		£	s.			d.	£
272	7651	Kilgariff.	59	Clonakilly, Conv. f.	R.C.	R.C.	—	R.C.	—	131	684	715	366	24	4	2	—	—	—
273	6249	Do.	—	Do. Workhouse.	P.L.	P.L.	—	R.C.	—	45	30	75	34	1	19	4	—	—	—
274	8427	Do.	—	Shannon-square.	—	Pres.	Pres.	R.C.	Pres.	49	30	89	57	6	3	8	—	—	—
275	6629	Do.	—	Knockreeagh.	R.C.	R.C.	—	R.C.	R.C.	65	65	150	58	3	17	5	4	1	9
276	497	Kilnamartyry.	56	Ballyroge, m.	R.C.	R.C.	—	R.C.	R.C.	198	—	198	73	5	13	2	5	7	6
277	498	Do.	—	Do.	R.C.	R.C.	—	R.C.	R.C.	—	207	207	63	4	9	9	0	5	0
278	2160	Do.	—	Bennemurra.	R.C.	R.C.	—	R.C.	R.C.	82	86	163	71	1	18	3	4	7	0
279	10171	Do.	—	Do.	R.C.	R.C.	—	R.C.	R.C.	33	30	60	59	0	0	0	—	—	—
280	499	Kilmore.	59	Do.	R.C.	R.C.	—	R.C.	R.C.	96	97	198	90	0	0	0	10	4	5
281	6860	Do.	—	Rossmore.	R.C.	R.C.	—	R.C.	R.C.	73	75	153	57	1	7	0	8	3	0
282	3390	Do.	—	Ballygarra.	R.C.	R.C.	—	R.C.	R.C.	103	—	103	74	4	4	11	60	3	4
283	10079	Do.	—	Kilkeam.	R.C.	R.C.	—	R.C.	R.C.	—	160	160	68	—	—	—	10	10	0
284	4446	Do.	—	Do.	R.C.	R.C.	—	R.C.	R.C.	237	—	237	97	1	16	9	72	5	0
285	4447	Do.	—	Boherbee.	R.C.	R.C.	—	R.C.	R.C.	—	273	273	107	5	1	6	87	6	8
286	7437	Do.	—	Do.	R.C.	R.C.	—	R.C.	R.C.	100	74	174	76	0	14	4	47	0	0
287	9819	Do.	—	Glaskinlee.	R.C.	R.C.	—	R.C.	R.C.	84	—	84	44	1	13	11	4	10	0
288	9092	Do.	—	Do.	R.C.	R.C.	—	R.C.	R.C.	—	105	105	50	1	13	11	6	13	4
289	9817	Do.	—	Umarshof.	R.C.	R.C.	—	R.C.	R.C.	180	—	180	81	3	2	0	47	10	0
290	9818	Do.	—	Do.	R.C.	R.C.	—	R.C.	R.C.	—	153	153	67	5	6	1	87	1	8
291	9359	Do.	—	Do.	R.C.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—	—	—	—
292	9360	Do.	—	Do.	R.C.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—	—	—	—
293	9714	Do.	—	Do.	R.C.	R.C.	—	R.C.	R.C.	100	91	191	73	2	15	0	61	0	0
294	10134	Do.	—	Knockachlag.	R.C.	R.C.	—	R.C.	R.C.	69	63	132	53	2	4	6	33	6	8
295	501	Kilmore.	56	Dromonarrigle.	R.C.	R.C.	—	R.C.	R.C.	157	—	157	67	3	3	7	77	16	8
296	5476	Do.	—	Kilmoney.	R.C.	R.C.	—	R.C.	R.C.	—	152	152	57	3	0	8	65	15	0
297	1271	Do.	—	Do.	R.C.	R.C.	—	R.C.	R.C.	150	—	150	50	1	10	3	59	16	8
298	1501	Do.	—	Kilbolane.	R.C.	R.C.	—	R.C.	R.C.	—	133	133	44	1	10	1	59	18	4
299	1745	Kilbolane.	—	Do.	R.C.	R.C.	—	R.C.	R.C.	75	80	156	65	6	10	11	33	0	8
300	1833	Kilbolane.	—	Rossmore.	R.C.	R.C.	—	R.C.	R.C.	112	—	112	50	3	0	7	41	3	4
301	7054	Do.	—	Do.	R.C.	R.C.	—	R.C.	R.C.	—	100	100	52	1	10	7	49	3	4
302	4390	Do.	—	Ballymory.	R.C.	R.C.	—	R.C.	R.C.	—	23	23	34	1	10	7	34	3	4
303	4843	Do.	—	Castletown.	R.C.	R.C.	—	R.C.	R.C.	208	—	208	104	9	10	4	123	13	0

[illegible]

## List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Cork.—continued.

Number.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Number and Religious Denomination of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, and at Recreational Fairs.	Aid granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	Observations.
				Charist.	Lat.	Female.	Male.	Total.	Total number of Pupils on Rolls within the Year.	£		s.	d.	£		
340	Kilbrin,	Ballybrady,	f.	R.C.	—	R.C.	R.C.	183	183	81	—	—	—	10 0 0	Garden free. Do.	
341	Kilbrin,	Leharan,	f.	R.C.	—	R.C.	R.C.	84	167	56	—	—	—	4 2 0		
342	Do.	Kilbrin,	f.	R.C.	—	R.C.	R.C.	71	177	69	—	—	—	2 2 2		
343	Do.	Do.	f.	R.C.	—	R.C.	R.C.	106	118	57	—	—	—	6 11 2		
344	Do.	Do.	f.	R.C.	—	R.C.	R.C.	106	106	87	—	—	—	4 14 0		
345	Do.	Do.	f.	R.C.	—	R.C.	R.C.	104	104	81	—	—	—	2 3 4		
346	Do.	Do.	f.	R.C.	—	R.C.	R.C.	87	87	24	—	—	—	2 13 8		
347	Do.	Do.	f.	R.C.	—	R.C.	R.C.	85	183	68	—	—	—	12 14 10		
348	Do.	Do.	f.	R.C.	—	R.C.	R.C.	189	189	80	—	—	—	10 1 3		
349	Do.	Do.	f.	R.C.	—	R.C.	R.C.	163	163	70	—	—	—	10 1 3		
350	Do.	Do.	f.	R.C.	—	R.C.	R.C.	134	134	55	—	—	—	4 19 3		
351	Do.	Do.	f.	R.C.	—	R.C.	R.C.	141	141	68	—	—	—	7 4 0		
352	Do.	Do.	f.	R.C.	—	R.C.	R.C.	127	127	59	—	—	—	5 14 4		
353	Do.	Do.	f.	R.C.	—	R.C.	R.C.	133	109	94	—	—	—	14 2 0		
354	Do.	Do.	f.	R.C.	—	R.C.	R.C.	112	112	56	—	—	—	2 6 0		
355	Do.	Do.	f.	R.C.	—	R.C.	R.C.	181	181	61	—	—	—	12 17 3		
356	Do.	Do.	f.	R.C.	—	R.C.	R.C.	120	120	57	—	—	—	6 5 4		
357	Do.	Do.	f.	R.C.	—	R.C.	R.C.	150	150	65	—	—	—	8 10 0		
358	Do.	Do.	f.	R.C.	—	R.C.	R.C.	129	129	52	—	—	—	9 19 3		
359	Do.	Do.	f.	R.C.	—	R.C.	R.C.	115	115	52	—	—	—	7 0 0		
360	Do.	Do.	f.	R.C.	—	R.C.	R.C.	201	201	55	—	—	—	8 10 3		
361	Do.	Do.	f.	R.C.	—	R.C.	R.C.	142	142	53	—	—	—	13 8 0		
362	Do.	Do.	f.	R.C.	—	R.C.	R.C.	203	203	82	—	—	—	14 14 4		
363	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
364	Do.	Do.	f.	R.C.	—	R.C.	R.C.	121	121	52	—	—	—	12 0 0		
365	Do.	Do.	f.	R.C.	—	R.C.	R.C.	98	98	219	—	—	—	3 6 2		
366	Do.	Do.	f.	R.C.	—	R.C.	R.C.	40	40	78	—	—	—	3 10 0		
367	Do.	Do.	f.	R.C.	—	R.C.	R.C.	40	40	105	—	—	—	3 10 0		
368	Do.	Do.	f.	R.C.	—	R.C.	R.C.	100	100	108	—	—	—	3 10 0		
369	Do.	Do.	f.	R.C.	—	R.C.	R.C.	40	40	97	—	—	—	3 10 0		
370	Do.	Do.	f.	R.C.	—	R.C.	R.C.	41	41	51	—	—	—	3 10 0		
371	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
372	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
373	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
374	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
375	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
376	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
377	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
378	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
379	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
380	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
381	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
382	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
383	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
384	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
385	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
386	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
387	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
388	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
389	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
390	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
391	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
392	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
393	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
394	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
395	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
396	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
397	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
398	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
399	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
400	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
401	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
402	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
403	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
404	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
405	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
406	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
407	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
408	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
409	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
410	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
411	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
412	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
413	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
414	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
415	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
416	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
417	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
418	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
419	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
420	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
421	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
422	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
423	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
424	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
425	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
426	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
427	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
428	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
429	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
430	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
431	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
432	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
433	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
434	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
435	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
436	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
437	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
438	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
439	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
440	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
441	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
442	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
443	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
444	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
445	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
446	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
447	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
448	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
449	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
450	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—	—	—		
451	Do.	Do.	f.	R.C.	—	R.C.	R.C.	—	—	—	—	—				



## List of Schools in operation on the 31st December, 1870. — Province of Munster: County of Cork.—continued.

Number.	Parish.	School.	District.	Religious Instruction of Managers or Overseers.		Number and Religious Instruction of Teachers.		Attendance for the Year.			Amount paid for Books, Apparatus, and at School Fees.	Aid granted by the Board during the year.		Amount of Local Grants received in Aid of Salary.	Observations.
				Orphan.	Lat.	Orphan.	Lat.	Total number of Pupils on Roll within the Year.	Males.	Females.		Free School of Industry, Agriculture, and Art.	In Advance, Premiums, and other Grants.		
426	Maaroom,	Maaroom, prep. m.	55	R.C.	R.C.	R.C.	R.C.	192	192	—	8 7 11	—	—	8 7 11	Residence free.
427	Do.	Do. Cont. f.	—	R.C.	R.C.	R.C.	R.C.	313	313	—	8 17 3	—	—	8 17 3	
428	Do.	Do. Workhouse, f.	—	R.C.	R.C.	R.C.	R.C.	437	437	—	14 6 1	—	—	14 6 1	
429	Do.	Do. Ballynagore, m.	—	R.C.	R.C.	R.C.	R.C.	67	67	—	4 15 4	—	—	4 15 4	
430	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	158	158	—	0 10 0	—	—	0 10 0	
431	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	133	133	—	5 5 11	—	—	5 5 11	
432	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	136	136	—	8 5 1	—	—	8 5 1	
433	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	881	881	—	1 10 2	—	—	1 10 2	
434	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	65	65	—	4 13 1	—	—	4 13 1	
435	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	314	314	—	7 19 11	—	—	7 19 11	
436	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	198	198	—	5 15 11	—	—	5 15 11	
437	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	234	234	—	6 3 0	—	—	6 3 0	
438	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	437	437	—	12 6 8	—	—	12 6 8	
439	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	108	108	—	4 14 10	—	—	4 14 10	
440	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	152	152	—	6 2 10	—	—	6 2 10	
441	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	225	225	—	1 13 2	—	—	1 13 2	
442	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	66	66	—	4 16 9	—	—	4 16 9	
443	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	107	107	—	0 18 8	—	—	0 18 8	
444	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	184	184	—	8 0 8	—	—	8 0 8	
445	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	152	152	—	5 9 2	—	—	5 9 2	
446	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	74	74	—	2 7 1	—	—	2 7 1	
447	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	98	98	—	3 6 0	—	—	3 6 0	
448	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	136	136	—	5 3 2	—	—	5 3 2	
449	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	113	113	—	1 4 6	—	—	1 4 6	
450	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	137	137	—	3 5 6	—	—	3 5 6	
451	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	102	102	—	1 9 0	—	—	1 9 0	
452	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	98	98	—	2 6 4	—	—	2 6 4	
453	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	246	246	—	9 19 9	—	—	9 19 9	
454	Do.	Do. Do. f.	—	R.C.	R.C.	R.C.	R.C.	315	315	—	12 5 7	—	—	12 5 7	

Do.





## List of Schools in operation on the 31st December, 1870.—Province of MUNSTER: County of CORK.—continued.

Number of Scholarship Holders	Parish.	School.	Voted & Kept.	Religious Instruction of Munster or Corporation.		Number and Dependence of Teachers.		Attendance for the Year.			Amount paid for the Year by the Municipality, at Public Prices.	Aid granted by the Board during the year.			Amount of Local Emoluments received in Aid of Salary.	OBSERVATIONS.
				Chapel.	Lay.	Private jobs.	Public jobs.	Boys.	Girls.	Total.		In First Rank of Public Schools, and Apprentices.	In Second Rank, and other Grants.	In Third Rank, and other Grants.		
604	St. Paul's,	St. Paul's Parochial		E.C.		E.C.	E.C.	71	56	127	£ 4 6 6	£ 2 2 2	£ 2 2 2	£ 2 2 2	£ 2 2 2	
502	St. Peter's,	St. Peter & Paul's		E.C.		E.C.	E.C.	—	244	244	7 4 3	—	32 10 8	—	83 4 9	
505	Do.	No. 1, No. 2, f.		E.C.		E.C.	E.C.	—	309	309	4 3 0	—	114 12 6	—	34 2 1	
507	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	309	309	4 3 0	—	84 11 8	—	23 14 8	
508	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	11 14 8	
509	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	6 0 7	
510	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	12 14 0	
511	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	3 9 10	
512	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	—	
513	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	12 0 0	
514	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	7 7 3	
515	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	3 0 0	
516	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	0 15 0	
517	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	2 17 6	
518	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	0 10 0	
519	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	4 16 1	
520	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	21 16 6	
521	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	1 14 0	
522	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	5 19 3	
523	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	4 5 0	
524	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	73 12 4	
525	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	56 8 4	
526	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	19 10 1	
527	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	43 5 0	
528	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	10 15 0	
529	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	30 0 0	
530	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	70 0 0	
531	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	170 3 2	
532	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	102 18 6	
533	Do.	Do. 1, No. 2, f.		E.C.		E.C.	E.C.	—	149	149	4 10 6	—	60 15 8	—	31 18 0	



## List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Cork.—continued.

Ball Number of School.	Parish.	District.	School.	V. called or V. held.	Religious Instruction of Managers or Correspondents.		Number and Religious Instruction of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, &c. at School.		Aid granted by the Board during the year.		Amount of Local Emoluments received in Aid of Salary.	Omnibus.
					Typical.	Lat.	Principal.	Assistant.	Males.	Females.	Total.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
572	Templemore,	56	St. Michael's, f.	R.C.	-	-	R.C.	-	-	107	107	£ 1 12 9	£ 0 0 0	£ 0 0 0	£ 1 1 6		
573	Templemore,	56	Knockmarin, m.	R.C.	-	-	R.C.	-	116	-	110	£ 0 16 3	£ 0 0 0	£ 0 0 0	£ 10 10 8		
574	Do.	-	Do., f.	R.C.	-	-	R.C.	-	117	117	107	£ 0 8 9	£ 0 0 0	£ 0 0 0	£ 14 0 0		
575	Do.	-	Graigis, m.	R.C.	-	-	R.C.	-	107	-	107	£ 2 16 6	£ 0 0 0	£ 0 0 0	£ 14 10 0		
576	Do.	-	Do., f.	R.C.	-	-	R.C.	-	81	81	81	£ 1 14 3	£ 17 11 8	£ 2 19 0	£ 6 4 4		
577	Templemore,	56	Riversdown, m.	R.C.	-	-	R.C.	-	129	-	129	£ 1 11 2	£ 24 0 0	£ 0 0 0	£ 6 17 1		
578	Do.	-	Do., f.	R.C.	-	-	R.C.	-	115	115	115	£ 1 10 6	£ 0 0 0	£ 0 0 0	£ 11 14 10		
579	Templemore,	56	Derry, f.	R.C.	-	-	R.C.	-	168	90	258	£ 3 13 4	£ 46 2 6	£ 11 14 10	£ 11 14 10		
580	Do.	-	Ring, f.	R.C.	-	-	R.C.	-	70	3	73	£ 0 4 2	£ 0 0 0	£ 0 0 0	£ 2 5 6		
581	Templemore,	-	Mosgrove, f.	R.C.	-	-	R.C.	-	68	86	154	£ 4 8 7	£ 29 0 0	£ 0 0 0	£ 11 16 6		
582	Do.	-	Gurra, f.	R.C.	-	-	R.C.	-	78	65	143	£ 9 10 6	£ 86 0 0	£ 0 0 0	£ 9 8 0		
583	Do.	-	Templemore, m.	R.C.	-	-	R.C.	-	26	13	39	£ 0 21	£ 15 0 0	£ 0 0 0	£ 9 0 0		
584	Do.	-	Do., f.	R.C.	-	-	R.C.	-	109	109	91	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 12 0 0		
585	Do.	-	Do., f.	R.C.	-	-	R.C.	-	150	130	53	£ 0 0 4	£ 0 0 0	£ 0 0 0	£ 13 0 0		
586	Do.	-	Do., f.	R.C.	-	-	R.C.	-	145	143	73	£ 0 9 2	£ 59 6 6	£ 12 8 10	£ 12 8 10		
587	Do.	-	Do., f.	R.C.	-	-	R.C.	-	183	183	93	£ 3 9 2	£ 79 9 2	£ 16 0 10	£ 7 0 9		
588	Do.	-	Do., f.	R.C.	-	-	R.C.	-	56	59	31	£ 2 10 8	£ 28 0 0	£ 0 0 0	£ 6 12 10		
589	Do.	-	Do., f.	R.C.	-	-	R.C.	-	69	69	28	£ 1 0 7	£ 20 0 0	£ 0 0 0	£ 6 12 10		
590	Do.	-	Do., f.	R.C.	-	-	R.C.	-	262	262	262	£ 16 0 3	£ 100 15 10	£ 1 10 0	£ 1 10 0		
591	Do.	-	Do., f.	R.C.	-	-	R.C.	-	80	99	179	£ 4 16 10	£ 1 10 0	£ 1 10 0	£ 1 10 0		
Total for County Cork, 691.										46,300	49,931	95,240	£ 41,993	£ 2,177 14 4	£ 178 6 9	£ 99,452 11 0	£ 60,605 11 4

## COUNTY OF KERRY—694 Schools.

Ball Number of School.	Parish.	District.	School.	V. called or V. held.	Religious Instruction of Managers or Correspondents.	Typical.	Lat.	Principal.	Assistant.	Males.	Females.	Total.	Amount paid for Books, Stationery, &c. at School.	Aid granted by the Board during the year.	Amount of Local Emoluments received in Aid of Salary.	Omnibus.
1136	Annagh,	54	Heanerville, m.	R.C.	-	-	R.C.	-	159	-	159	£ 0 7	£ 64 16 8	£ 0 0 0	£ 2 0 7	
1140	Do.	-	Do., f.	R.C.	-	-	R.C.	-	107	107	107	£ 1 16 0	£ 30 0 0	£ 0 0 0	£ 2 0 7	
6437	Do.	-	Derryquay, f.	R.C.	-	-	R.C.	-	90	79	169	£ 1 6 2	£ 32 0 0	£ 0 0 0	£ 7 4 10	



List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Kerry—continued.

Number.	Roll Number of	Parish.	District.	School.	Voted or Non-Voted.	Religious Instruction of Teachers or Correspondent.	Number and Religious Instruction of Teachers.		Attendance for the Year.			Amount paid for Books, Expenses, and Salaries of Teachers.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.		
							Classical.	Eng.	Private.	Public.	Total number of Pupils on Rolls within the Year.		Arithmetic.	In Free Schools, Endowments, and other Grants.			In Free Schools, Endowments, and other Grants.	
									Males.	Females.	Total.	£	s.	d.	£	s.	d.	
50	9640	Caher,		Agathahaid temp. m.		R.C.	R.C.	R.C.	123	—	123	51	—	—	—	—	—	No teacher; re- tains and suffi- cient; average from Inspector's report.
51	9640	Do.		Do. do. f.		R.C.	R.C.	R.C.	96	—	96	41	—	—	—	—	—	Free garden.
52	9670	Do.		Do. do. f.		R.C.	R.C.	R.C.	125	—	125	67	—	—	—	—	—	Free residence.
53	5332	Castle Island,		Do. do. f.		R.C.	R.C.	R.C.	174	—	174	88	—	—	—	—	—	Free residence.
54	6216	Do.		Do. do. f.		R.C.	R.C.	R.C.	101	—	539	300	—	—	—	—	—	Free residence.
55	6085	Do.		Do. do. f.		R.C.	R.C.	R.C.	178	—	—	63	—	—	—	—	—	Free residence.
56	6870	Do.		Do. do. f.		R.C.	R.C.	R.C.	—	—	—	21	—	—	—	—	—	Free residence.
57	6618	Do.		Do. do. f.		R.C.	R.C.	R.C.	112	—	46	46	—	—	—	—	—	Free residence.
58	9639	Do.		Do. do. f.		R.C.	R.C.	R.C.	68	—	68	37	—	—	—	—	—	Free residence.
59	6830	Do.		Do. do. f.		R.C.	R.C.	R.C.	124	—	240	60	—	—	—	—	—	Free residence.
60	8134	Do.		Do. do. f.		R.C.	R.C.	R.C.	134	—	317	90	—	—	—	—	—	Free residence.
61	9706	Do.		Do. do. f.		R.C.	R.C.	R.C.	148	—	148	73	—	—	—	—	—	Free residence.
62	9706	Do.		Do. do. f.		R.C.	R.C.	R.C.	150	—	150	62	—	—	—	—	—	Free residence.
63	4453	Do.		Do. do. f.		R.C.	R.C.	R.C.	132	—	132	63	—	—	—	—	—	Free residence.
64	4460	Do.		Do. do. f.		R.C.	R.C.	R.C.	79	—	79	49	—	—	—	—	—	Free residence.
65	6465	Do.		Do. do. f.		R.C.	R.C.	R.C.	103	—	173	61	—	—	—	—	—	Free residence.
66	7079	Do.		Do. do. f.		R.C.	R.C.	R.C.	72	—	77	59	—	—	—	—	—	Free residence.
67	6004	Do.		Do. do. f.		R.C.	R.C.	R.C.	51	—	103	33	—	—	—	—	—	Free residence.
68	1278	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	116	116	—	—	—	—	—	Free residence.
69	1687	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	135	53	—	—	—	—	—	Free residence.
70	9237	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	135	53	—	—	—	—	—	Free residence.
71	2197	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	135	53	—	—	—	—	—	Free residence.
72	2198	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	135	53	—	—	—	—	—	Free residence.
73	4428	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	135	53	—	—	—	—	—	Free residence.
74	4428	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	135	53	—	—	—	—	—	Free residence.
75	9713	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	135	53	—	—	—	—	—	Free residence.
76	10076	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	135	53	—	—	—	—	—	Free residence.
77	2003	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	135	53	—	—	—	—	—	Free residence.
78	2349	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	135	53	—	—	—	—	—	Free residence.
79	4316	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	135	53	—	—	—	—	—	Free residence.
80	3025	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	135	53	—	—	—	—	—	Free residence.
81	3025	Do.		Do. do. f.		R.C.	R.C.	R.C.	135	—	135	53	—	—	—	—	—	Free residence.



## List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Kerry—continued.

Number.	Parish.	District.	School.	Vested or Not Vested.	Religious Instruction of		Attendance for the Year.		Amount paid for Books, Stationery, and at District School.		Aid granted by the Board during the year.		Amount of Local Expenditure received in Aid of Salary.	Observations.
					Children	Teach.	Total number of Pupils on Rolls within the Year.	Female.	Male.	At District School.	In Year, such Expenditure, and Appropriation.	In salaries, Furniture, and other Gratuities.		
127	Kilnashbeg,	51	Banna, m.	v.c.	R.C.	R.C.	122	122	122	70	—	—	—	Free residence.
128	Do.	52	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
129	Kennema,	53	Do. m.	v.c.	R.C.	R.C.	218	218	218	110	—	—	—	Free residence.
130	Do.	54	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
131	Do.	55	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
132	Do.	56	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
133	Do.	57	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
134	Do.	58	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
135	Do.	59	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
136	Do.	60	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
137	Do.	61	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
138	Do.	62	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
139	Do.	63	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
140	Do.	64	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
141	Do.	65	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
142	Do.	66	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
143	Do.	67	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
144	Do.	68	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
145	Do.	69	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
146	Do.	70	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
147	Do.	71	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
148	Do.	72	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
149	Do.	73	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
150	Do.	74	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
151	Do.	75	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
152	Do.	76	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
153	Do.	77	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
154	Do.	78	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
155	Do.	79	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
156	Do.	80	Do. f.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.
157	Do.	81	Do. m.	v.c.	R.C.	R.C.	137	137	137	70	—	—	—	Free residence.





List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Kerry—continued.

Member.	Parish.	District.	School.	Vested or Unvested.	Revenues of Manager & Governments.		Spent or paid for the Maintenance of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, and at School or at Home.	All granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	Observations.		
					Charter.	Exp.	Private. pupil.	Public. pupil.	Total number of Pupils on Rolls within the Year.	Wks.	Total.		In Four Books, Pensions, and Gratuities.	£	s.			d.	
2005	Kilgarra,	57	Marley's Lodge,	v.c.	R.C.	R.C.	R.C.	R.C.	72	08	130	61	£	3	19	7	4	14	0
2006	Do.	57	Kilgarra,	v.c.	R.C.	R.C.	R.C.	R.C.	200	—	590	56	£	7	14	0	81	10	8
2007	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	—	199	109	91	£	4	8	8	12	0	0
2008	Kilkeeley,	52	Beale,	v.c.	R.C.	R.C.	R.C.	R.C.	105	—	105	47	£	1	7	6	0	0	0
2009	Do.	54	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	84	—	84	36	£	1	10	5	0	0	0
2010	Kilshan,	54	Kilshan,	v.c.	R.C.	R.C.	R.C.	R.C.	100	—	100	43	£	1	17	9	0	0	0
2011	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	—	74	04	39	£	3	2	0	0	0	0
2012	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	94	—	94	60	£	4	12	1	0	0	0
2013	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	68	—	68	102	£	0	0	0	0	0	0
2014	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	187	—	187	67	£	2	18	1	0	0	0
2015	Kilgarra, Do.	54	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	—	295	923	87	£	1	11	11	0	0	0
2016	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	70	—	93	50	£	0	17	9	0	0	0
2017	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	82	—	152	55	£	4	10	9	0	0	0
2018	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	193	—	109	97	£	13	1	2	0	0	0
2019	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	—	704	704	834	£	14	8	2	0	0	0
2020	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	—	95	92	61	£	2	6	2	—	—	—
2021	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	273	—	273	89	£	47	18	11	4	15	0
2022	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	135	—	117	119	£	4	15	8	61	3	4
2023	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	112	—	211	72	£	2	10	0	40	0	0
2024	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	196	—	109	63	£	4	13	7	65	15	0
2025	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	—	926	290	80	£	5	7	2	43	10	7
2026	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	140	—	143	72	£	1	18	3	54	18	4
2027	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	—	198	138	69	£	8	0	4	46	0	0
2028	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	965	—	956	190	£	10	0	3	119	0	0
2029	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	—	396	390	133	£	4	0	11	99	16	8
2030	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	90	—	70	106	£	3	19	4	32	0	0
2031	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	147	—	147	70	£	3	19	4	34	0	0
2032	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	133	—	133	54	£	3	13	1	36	10	0
2033	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	117	—	117	62	£	2	14	22	44	0	0
2034	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	—	06	98	47	£	3	10	1	90	0	0
2035	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	155	—	155	73	£	4	10	7	52	0	0
2036	Do.	57	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	138	—	138	60	£	1	0	7	53	0	0



## List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Limerick—continued.

Number.	Roll Number of School.	Parish.	Dioc.	School.	Visited on Mon. or Wed.	Basis of Instruction		Teacher and Description of Teachers.		Attendance for the Year.			Amount paid for books, Stationery, and other expenses.		Aid granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	Observations.			
						Choral.	Lay.	Principal.	Assistant.	Males.	Females.	Total.	£	s.	d.	£	s.			d.	£	s.
5	1281	Ardagh.	52	Ardagh.	m.	R.C.		R.C.	R.C.	173	—	173	70	4	3	11	—	—	55	0	9	Residence and garden free.
6	2222	Do.	—	Do.	f.	R.C.		R.C.	R.C.	—	147	147	62	5	10	5	—	—	50	1	8	Residence free.
7	4677	Do.	—	Killicurra.		R.C.		R.C.	R.C.	101	60	161	64	4	14	10	—	—	53	1	8	
8	8788	Do.	—	Ballygoban.	m.	R.C.		R.C.	R.C.	118	—	118	66	3	0	2	—	—	24	10	0	
9	8784	Do.	—	Do.	f.	R.C.		R.C.	R.C.	130	—	130	63	3	0	7	—	—	40	0	0	
10	1732	Aglish Cornick.	40	Claverfield.	m.	R.C.		R.C.	R.C.	83	—	83	33	—	—	—	—	—	28	11	8	
11	1775	Do.	—	Do.	f.	R.C.		R.C.	R.C.	57	—	57	20	1	3	3	—	—	39	0	0	
12	2039	Askaton.	52	Askaton.	m.	R.C.		R.C.	R.C.	159	—	159	73	4	8	10	—	—	52	3	4	
13	2040	Do.	—	Do.	f.	R.C.		R.C.	R.C.	156	—	156	73	7	0	10	—	—	52	3	4	
14	8030	Do.	—	Do.	f.	R.C.		R.C.	R.C.	93	—	93	67	2	2	8	—	—	50	10	0	
15	2539	Abbeyfeale.	—	Abbeyfeale.	m.	R.C.		R.C.	R.C.	232	—	232	100	2	0	9	—	—	101	12	2	
16	7439	Do.	—	Do.	f.	R.C.		R.C.	R.C.	139	—	139	102	2	10	0	—	—	89	10	0	
17	7330	Do.	—	Meenakilly.	m.	R.C.		R.C.	R.C.	113	—	113	94	5	15	4	—	—	74	8	4	
18	10092	Do.	—	Springmount.	m.	R.C.		R.C.	R.C.	151	—	151	70	4	9	4	—	—	73	1	8	
19	10040	Do.	—	Do.	f.	R.C.		R.C.	R.C.	128	—	128	55	1	9	3	—	—	34	1	8	
20	8401	Do.	—	Dromtreas.	m.	R.C.		R.C.	R.C.	133	—	133	101	8	10	7	—	—	59	11	8	
21	6057	Do.	—	Shountreah.	m.	R.C.		R.C.	R.C.	43	—	43	39	1	7	7	—	—	39	18	8	
22	8020	Do.	—	Do.	f.	R.C.		R.C.	R.C.	287	—	287	60	2	10	6	—	—	61	13	4	
23	8266	Do.	—	Do. Corrent.	f.	R.C.		R.C.	R.C.	119	—	119	136	2	18	8	—	—	113	16	8	
24	8211	Do.	—	Ashleah.	m.	R.C.		R.C.	R.C.	126	—	126	90	0	0	0	—	—	83	10	8	
25	8410	Do.	—	Ardsleah.	m.	R.C.		R.C.	R.C.	123	—	123	92	9	9	11	—	—	63	0	0	
26	8420	Do.	—	Do.	f.	R.C.		R.C.	R.C.	125	—	125	95	7	15	0	—	—	70	18	4	
27	9315	Do.	—	Do.	m.	R.C.		R.C.	R.C.	177	—	177	78	2	18	10	—	—	60	18	0	
28	9316	Do.	—	Do.	f.	R.C.		R.C.	R.C.	146	—	146	70	6	3	1	—	—	47	13	4	
29	1808	Ballybrook.	52	Chahertina.	m.	R.C.		R.C.	R.C.	148	—	148	99	1	9	9	—	—	108	11	8	
30	2909	Ballygarry.	—	Ballygarry.	m.	R.C.		R.C.	R.C.	247	—	247	133	10	0	0	—	—	133	0	8	
31	2910	Do.	—	Do.	f.	R.C.		R.C.	R.C.	211	—	211	81	9	0	4	—	—	80	6	8	
32	7027	Do.	—	Do.	m.	R.C.		R.C.	R.C.	105	—	105	65	1	10	4	—	—	35	0	0	
33	7028	Do.	—	Do.	f.	R.C.		R.C.	R.C.	148	—	148	91	1	11	0	—	—	46	6	4	
34	8027	Do.	—	Do.	m.	R.C.		R.C.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	
35	9323	Do.	—	Do.	f.	R.C.		R.C.	R.C.	160	—	160	98	4	19	7	—	—	60	10	0	
36	9324	Do.	—	Do.	f.	R.C.		R.C.	R.C.	143	—	143	54	3	13	2	—	—	34	9	4	

5890	Ballydoonagh, m.	5891	Do.	5892	Do.	5893	Do.	5894	Do.	5895	Do.	5896	Do.	5897	Do.	5898	Do.	5899	Do.	5900	Do.	5901	Do.	5902	Do.	5903	Do.	5904	Do.	5905	Do.	5906	Do.	5907	Do.	5908	Do.	5909	Do.	5910	Do.	5911	Do.	5912	Do.	5913	Do.	5914	Do.	5915	Do.	5916	Do.	5917	Do.	5918	Do.	5919	Do.	5920	Do.	5921	Do.	5922	Do.	5923	Do.	5924	Do.	5925	Do.	5926	Do.	5927	Do.	5928	Do.	5929	Do.	5930	Do.	5931	Do.	5932	Do.	5933	Do.	5934	Do.	5935	Do.	5936	Do.	5937	Do.	5938	Do.	5939	Do.	5940	Do.	5941	Do.	5942	Do.	5943	Do.	5944	Do.	5945	Do.	5946	Do.	5947	Do.	5948	Do.	5949	Do.	5950	Do.	5951	Do.	5952	Do.	5953	Do.	5954	Do.	5955	Do.	5956	Do.	5957	Do.	5958	Do.	5959	Do.	5960	Do.	5961	Do.	5962	Do.	5963	Do.	5964	Do.	5965	Do.	5966	Do.	5967	Do.	5968	Do.	5969	Do.	5970	Do.	5971	Do.	5972	Do.	5973	Do.	5974	Do.	5975	Do.	5976	Do.	5977	Do.	5978	Do.	5979	Do.	5980	Do.	5981	Do.	5982	Do.	5983	Do.	5984	Do.	5985	Do.	5986	Do.	5987	Do.	5988	Do.	5989	Do.	5990	Do.	5991	Do.	5992	Do.	5993	Do.	5994	Do.	5995	Do.	5996	Do.	5997	Do.	5998	Do.	5999	Do.	6000	Do.	6001	Do.	6002	Do.	6003	Do.	6004	Do.	6005	Do.	6006	Do.	6007	Do.	6008	Do.	6009	Do.	6010	Do.	6011	Do.	6012	Do.	6013	Do.	6014	Do.	6015	Do.	6016	Do.	6017	Do.	6018	Do.	6019	Do.	6020	Do.	6021	Do.	6022	Do.	6023	Do.	6024	Do.	6025	Do.	6026	Do.	6027	Do.	6028	Do.	6029	Do.	6030	Do.	6031	Do.	6032	Do.	6033	Do.	6034	Do.	6035	Do.	6036	Do.	6037	Do.	6038	Do.	6039	Do.	6040	Do.	6041	Do.	6042	Do.	6043	Do.	6044	Do.	6045	Do.	6046	Do.	6047	Do.	6048	Do.	6049	Do.	6050	Do.	6051	Do.	6052	Do.	6053	Do.	6054	Do.	6055	Do.	6056	Do.	6057	Do.	6058	Do.	6059	Do.	6060	Do.	6061	Do.	6062	Do.	6063	Do.	6064	Do.	6065	Do.	6066	Do.	6067	Do.	6068	Do.	6069	Do.	6070	Do.	6071	Do.	6072	Do.	6073	Do.	6074	Do.	6075	Do.	6076	Do.	6077	Do.	6078	Do.	6079	Do.	6080	Do.	6081	Do.	6082	Do.	6083	Do.	6084	Do.	6085	Do.	6086	Do.	6087	Do.	6088	Do.	6089	Do.	6090	Do.	6091	Do.	6092	Do.	6093	Do.	6094	Do.	6095	Do.	6096	Do.	6097	Do.	6098	Do.	6099	Do.	6100	Do.	6101	Do.	6102	Do.	6103	Do.	6104	Do.	6105	Do.	6106	Do.	6107	Do.	6108	Do.	6109	Do.	6110	Do.	6111	Do.	6112	Do.	6113	Do.	6114	Do.	6115	Do.	6116	Do.	6117	Do.	6118	Do.	6119	Do.	6120	Do.	6121	Do.	6122	Do.	6123	Do.	6124	Do.	6125	Do.	6126	Do.	6127	Do.	6128	Do.	6129	Do.	6130	Do.	6131	Do.	6132	Do.	6133	Do.	6134	Do.	6135	Do.	6136	Do.	6137	Do.	6138	Do.	6139	Do.	6140	Do.	6141	Do.	6142	Do.	6143	Do.	6144	Do.	6145	Do.	6146	Do.	6147	Do.	6148	Do.	6149	Do.	6150	Do.	6151	Do.	6152	Do.	6153	Do.	6154	Do.	6155	Do.	6156	Do.	6157	Do.	6158	Do.	6159	Do.	6160	Do.	6161	Do.	6162	Do.	6163	Do.	6164	Do.	6165	Do.	6166	Do.	6167	Do.	6168	Do.	6169	Do.	6170	Do.	6171	Do.	6172	Do.	6173	Do.	6174	Do.	6175	Do.	6176	Do.	6177	Do.	6178	Do.	6179	Do.	6180	Do.	6181	Do.	6182	Do.	6183	Do.	6184	Do.	6185	Do.	6186	Do.	6187	Do.	6188	Do.	6189	Do.	6190	Do.	6191	Do.	6192	Do.	6193	Do.	6194	Do.	6195	Do.	6196	Do.	6197	Do.	6198	Do.	6199	Do.	6200	Do.	6201	Do.	6202	Do.	6203	Do.	6204	Do.	6205	Do.	6206	Do.	6207	Do.	6208	Do.	6209	Do.	6210	Do.	6211	Do.	6212	Do.	6213	Do.	6214	Do.	6215	Do.	6216	Do.	6217	Do.	6218	Do.	6219	Do.	6220	Do.	6221	Do.	6222	Do.	6223	Do.	6224	Do.	6225	Do.	6226	Do.	6227	Do.	6228	Do.	6229	Do.	6230	Do.	6231	Do.	6232	Do.	6233	Do.	6234	Do.	6235	Do.	6236	Do.	6237	Do.	6238	Do.	6239	Do.	6240	Do.	6241	Do.	6242	Do.	6243	Do.	6244	Do.	6245	Do.	6246	Do.	6247	Do.	6248	Do.	6249	Do.	6250	Do.	6251	Do.	6252	Do.	6253	Do.	6254	Do.	6255	Do.	6256	Do.	6257	Do.	6258	Do.	6259	Do.	6260	Do.	6261	Do.	6262	Do.	6263	Do.	6264	Do.	6265	Do.	6266	Do.	6267	Do.	6268	Do.	6269	Do.	6270	Do.	6271	Do.	6272	Do.	6273	Do.	6274	Do.	6275	Do.	6276	Do.	6277	Do.	6278	Do.	6279	Do.	6280	Do.	6281	Do.	6282	Do.	6283	Do.	6284	Do.	6285	Do.	6286	Do.	6287	Do.	6288	Do.	6289	Do.	6290	Do.	6291	Do.	6292	Do.	6293	Do.	6294	Do.	6295	Do.	6296	Do.	6297	Do.	6298	Do.	6299	Do.	6300	Do.	6301	Do.	6302	Do.	6303	Do.	6304	Do.	6305	Do.	6306	Do.	6307	Do.	6308	Do.	6309	Do.	6310	Do.	6311	Do.	6312	Do.	6313	Do.	6314	Do.	6315	Do.	6316	Do.	6317	Do.	6318	Do.	6319	Do.	6320	Do.	6321	Do.	6322	Do.	6323	Do.	6324	Do.	6325	Do.	6326	Do.	6327	Do.	6328	Do.	6329	Do.	6330	Do.	6331	Do.	6332	Do.	6333	Do.	6334	Do.	6335	Do.	6336	Do.	6337	Do.	6338	Do.	6339	Do.	6340	Do.	6341	Do.	6342	Do.	6343	Do.	6344	Do.	6345	Do.	6346	Do.	6347	Do.	6348	Do.	6349	Do.	6350	Do.	6351	Do.	6352	Do.	6353	Do.	6354	Do.	6355	Do.	6356	Do.	6357	Do.	6358	Do.	6359	Do.	6360	Do.	6361	Do.	6362	Do.	6363	Do.	6364	Do.	6365	Do.	6366	Do.	6367	Do.	6368	Do.	6369	Do.	6370	Do.	6371	Do.	6372	Do.	6373	Do.	6374	Do.	6375	Do.	6376	Do.	6377	Do.	6378	Do.	6379	Do.	6380	Do.	6381	Do.	6382	Do.	6383	Do.	6384	Do.	6385	Do.	6386	Do.	6387	Do.	6388	Do.	6389	Do.	6390	Do.	6391	Do.	6392	Do.	6393	Do.	6394	Do.	6395	Do.	6396	Do.	6397	Do.	6398	Do.	6399	Do.	6400	Do.	6401	Do.	6402	Do.	6403	Do.	6404	Do.	6405	Do.	6406	Do.	6407	Do.	6408	Do.	6409	Do.	6410	Do.	6411	Do.	6412	Do.	6413	Do.	6414	Do.	6415	Do.	6416	Do.	6417	Do.	6418	Do.	6419	Do.	6420	Do.	6421	Do.	6422	Do.	6423	Do.	6424	Do.	6425	Do.	6426	Do.	6427	Do.	6428	Do.	6429	Do.	6430	Do.	6431	Do.	6432	Do.	6433	Do.	6434	Do.	6435	Do.	6436	Do.	6437	Do.	6438	Do.	6439	Do.	6440	Do.	6441	Do.	6442	Do.	6443	Do.	6444	Do.	6445	Do.	6446	Do.	6447	Do.	6448	Do.	6449	Do.	6450	Do.	6451	Do.	6452	Do.	6453	Do.	6454	Do.	6455	Do.	6456	Do.	6457	Do.	6458	Do.	6459	Do.	6460	Do.	6461	Do.	6462	Do.	6463	Do.	6464	Do.	6465	Do.	6466	Do.	6467	Do.	6468	Do.	6469	Do.	6470	Do.	6471	Do.	6472	Do.	6473	Do.	6474	Do.	6475	Do.	6476	Do.	6477	Do.	6478	Do.	6479	Do.	6480	Do.	6481	Do.	6482	Do.	6483	Do.	6484	Do.	6485	Do.	6486	Do.	6487	Do.	6488	Do.	6489	Do.	6490	Do.	6491	Do.	6492	Do.	6493	Do.	6494	Do.	6495	Do.	6496	Do.	6497	Do.	6498	Do.	6499	Do.	6500	Do.	6501	Do.	6502	Do.	6503	Do.	6504	Do.	6505	Do.	6506	Do.	6507	Do.	6508	Do.	6509	Do.	6510	Do.	6511	Do.	6512	Do.	6513	Do.	6514	Do.	6515	Do.	6516	Do.	6517	Do.	6518	Do.	6519	Do.	6520	Do.	6521	Do.	6522	Do.	6523	Do.	6524	Do.	6525	Do.	6526	Do.	6527	Do.	6528	Do.	6529	Do.	6530	Do.	6531	Do.	6532	Do.	6533	Do.	6534	Do.	6535	Do.	6536	Do.	6537	Do.	6538	Do.	6539	Do.	6540	Do.	6541	Do.	6542	Do.	6543	Do.	6544	Do.	6545	Do.	6546	Do.	6547	Do.	6548	Do.	6549	Do.	6550	Do.	6551	Do.	6552	Do.	6553	Do.	6554	Do.	6555	Do.	6556	Do.	6557	Do.	6558	Do.	6559	Do.	6560	Do.	6561	Do.	6562	Do.	6563	Do.	6564	Do.	6565	Do.	6566	Do.	6567	Do.	6568	Do.	6569	Do.	6570	Do.	6571	Do.	6572	Do.	6573	Do.	6574	Do.	6575	Do.	6576	Do.	6577	Do.	6578	Do.	6579	Do.	6580	Do.	6581	Do.	6582	Do.	6583	Do.	6584	Do.	6585	Do.	6586	Do.	6587	Do.	6588	Do.	6589	Do.	6590	Do.	6591	Do.	6592	Do.	6593	Do.	6594	Do.	6595	Do.	6596	Do.	6597	Do.	6598	Do.	6599	Do.	6600	Do.	6601	Do.	6602	Do.	6603	Do.	6604	Do.	6605	Do.	6606	Do.	6607	Do.	6608	Do.	6609	Do.	6610	Do.	6611	Do.	6612	Do.	6613	Do.	6614	Do.	6615	Do.	6616	Do.	6617	Do.	6618	Do.	6619	Do.	6620	Do.	6621	Do.	6622	Do.	6623	Do.	6624	Do.	6625	Do.	6626	Do.	6627	Do.	6628	Do.	6629	Do.	6630	Do.	6631	Do.	6632	Do.	6633	Do.	6634	Do.	6635	Do.	6636	Do.	6637	Do.	6638	Do.	6639	Do.	6640	Do.	6641	Do.	6642	Do.	6643	Do.	6644	Do.	6645	Do.	6646	Do.	6647	Do.	6648	Do.	6649	Do.	6650	Do.	6651	Do.	6652	Do.	6653	Do.	6654	Do.	6655	Do.	6656	Do.	6657	Do.	6658	Do.	6659	Do.	6660	Do.	6661	Do.	6662	Do.	6663	Do.	6664	Do.	6665	Do.	6666	Do.	6667	Do.	6668	Do.	6669	Do.	6670	Do.	6671	Do.	6672	Do.	6673	Do.	6674	Do.	6675	Do.	6676	Do.	6677	Do.	6678	Do.	6679	Do.	6680	Do.	6681	Do.	6682	Do.	6683	Do.	6684	Do.	6685	Do.	6686	Do.	6687	Do.	6688	Do.	6689	Do.	6690	Do.	6691	Do.	6692	Do.	6693	Do.	6694	Do.	6695	Do.	6696	Do.	6697	Do.	6698	Do.	6699	Do.	6700	Do.	6701	Do.	6702	Do.	6703	Do.	6704	Do.	6705	Do.	6706	Do.	6707	Do.	6708	Do.	6709	Do.	6710	Do.	6711	Do.	6712	Do.	6713	Do.	6714	Do.
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## List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Limerick—continued.

Grade	School	District	Parish	School	Total of Pupils in School	Religious Instruction		Attendance for the Year		Amount paid for Books, Stationery, and Fuel, &c.		Aid granted by the Board during the year		Amount of Local Endowments received in Aid of Salary	Observations
						Classical	Other	Boys	Girls	For Books, Stationery, and Fuel, &c.	For Books, Stationery, and Fuel, &c.	For Books, Stationery, and Fuel, &c.	For Books, Stationery, and Fuel, &c.		
61	Dromin	46	Dromin	m.	139	R.C.	R.C.	79	61	4 15 1	—	—	—	20 0 0	[Garden free. Residence and Do.
62	Dromin	46	Dromin	m.	178	R.C.	R.C.	134	44	3 4 9	—	—	—	9 12 0	Do.
63	Dromin	46	Dromin	m.	134	R.C.	R.C.	117	17	1 13 0	—	—	—	5 10 0	Do.
64	Dromin	46	Dromin	m.	117	R.C.	R.C.	93	24	3 7 7	—	—	—	10 0 0	Do.
65	Dromin	46	Dromin	m.	149	R.C.	R.C.	123	26	4 2 9	—	—	—	10 0 0	Do.
66	Dromin	46	Dromin	m.	177	R.C.	R.C.	143	34	3 17 6	—	—	—	18 10 6	Do.
67	Dromin	46	Dromin	m.	117	R.C.	R.C.	81	36	3 2 0	—	—	—	8 2 6	Do.
68	Dromin	46	Dromin	m.	184	R.C.	R.C.	154	30	4 1 7	—	—	—	12 9 0	Do.
69	Dromin	46	Dromin	m.	206	R.C.	R.C.	168	38	5 0 0	—	—	—	33 0 2	Do.
70	Dromin	46	Dromin	m.	193	R.C.	R.C.	163	30	5 0 10	—	—	—	30 3 6	Do.
71	Dromin	46	Dromin	m.	170	R.C.	R.C.	134	36	1 16 9	—	—	—	11 12 0	Do.
72	Dromin	46	Dromin	m.	163	R.C.	R.C.	123	40	—	—	—	—	4 10 0	Do.
73	Dromin	46	Dromin	m.	221	R.C.	R.C.	183	38	9 15 3	—	—	—	21 9 0	Do.
74	Dromin	46	Dromin	m.	163	R.C.	R.C.	123	40	—	—	—	—	15 10 9	Do.
75	Dromin	46	Dromin	m.	137	R.C.	R.C.	103	34	3 12 9	—	—	—	12 2 0	Do.
76	Dromin	46	Dromin	m.	74	R.C.	R.C.	54	20	8 12 5	—	—	—	16 0 0	Do.
77	Dromin	46	Dromin	m.	242	R.C.	R.C.	193	49	1 16 6	—	—	—	9 16 0	Do.
78	Dromin	46	Dromin	m.	206	R.C.	R.C.	163	43	5 2 6	—	—	—	33 7 6	Do.
79	Dromin	46	Dromin	m.	230	R.C.	R.C.	183	47	9 3 2	—	—	—	39 7 2	Do.
80	Dromin	46	Dromin	m.	230	R.C.	R.C.	183	47	9 3 2	—	—	—	31 10 0	Do.
81	Dromin	46	Dromin	m.	230	R.C.	R.C.	183	47	9 3 2	—	—	—	18 17 0	Do.
82	Dromin	46	Dromin	m.	197	R.C.	R.C.	154	43	4 5 9	—	—	—	16 2 7	Do.
83	Dromin	46	Dromin	m.	136	R.C.	R.C.	103	33	2 15 6	—	—	—	32 10 0	Do.
84	Dromin	46	Dromin	m.	136	R.C.	R.C.	103	33	2 15 6	—	—	—	32 10 0	Do.
85	Dromin	46	Dromin	m.	217	R.C.	R.C.	163	54	1 17 0	—	—	—	31 11 0	Do.
86	Dromin	46	Dromin	m.	161	R.C.	R.C.	123	38	1 9 2	—	—	—	16 10 0	Do.
87	Dromin	46	Dromin	m.	161	R.C.	R.C.	123	38	1 9 2	—	—	—	14 0 0	Do.
88	Dromin	46	Dromin	m.	116	R.C.	R.C.	81	35	3 12 7	—	—	—	20 16 0	Do.
89	Dromin	46	Dromin	m.	130	R.C.	R.C.	103	27	3 12 7	—	—	—	20 16 0	Do.
90	Dromin	46	Dromin	m.	175	R.C.	R.C.	134	41	1 16 0	—	—	—	5 2 0	Do.
91	Dromin	46	Dromin	m.	132	R.C.	R.C.	103	29	4 7 4	—	—	—	37 12 0	Do.
92	Dromin	46	Dromin	m.	152	R.C.	R.C.	123	29	5 11 4	—	—	—	7 13 0	Do.
93	Dromin	46	Dromin	m.	41	R.C.	R.C.	31	10	3 13 3	—	—	—	31 12 11	Do.

[illegible]

## List of Schools in operation on the 31st December, 1870.—Provinces of Munster: County of Limerick—continued.

Number.	Parish.	District.	School.	Visited at	Religious Instruction of Manager or Governing Body.		Number and Religious Denomination of Teachers.	Attendance for the Year.			Amount paid for Books, Stationery, and other Expenses.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
					Chaplain.	Exp.		Private.	Total number of Pupils on Roll within the Year.	Males.		Females.	Total.		
125	Lower Connell.	52	Dartmouth.	v.c.	R.C.	-	R.C.	96	47	113	36	£	s.	d.	Temperature.
126	Monaghan.	-	Templeglantine, m.	v.c.	R.C.	-	R.C.	269	-	269	94	6	11	0	Residence free.
127	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	254	254	97	8	12	1	Do.
128	Do.	-	Monaghan.	v.c.	R.C.	-	R.C.	175	202	202	73	4	14	7	Do.
129	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	81	6	8	0	Do.
130	Do.	-	Newcastle, m.	v.c.	R.C.	-	R.C.	119	114	238	-	-	-	-	Do.
131	Do.	-	Feshamagh.	v.c.	R.C.	-	R.C.	179	130	299	180	7	1	7	Do.
132	Do.	-	Do.	v.c.	R.C.	-	R.C.	142	101	243	09	6	8	7	Do.
133	Do.	-	Ballymarin.	v.c.	R.C.	-	R.C.	113	73	80	52	2	19	0	Do.
134	Do.	-	Do.	v.c.	R.C.	-	R.C.	137	133	133	46	2	19	10	Do.
135	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	4	8	4	Do.
136	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
137	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
138	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
139	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
140	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
141	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
142	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
143	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
144	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
145	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
146	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
147	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
148	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
149	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
150	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
151	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
152	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
153	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
154	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
155	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
156	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
157	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
158	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
159	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
160	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
161	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
162	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
163	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
164	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
165	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
166	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
167	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
168	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
169	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
170	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
171	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
172	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
173	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
174	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
175	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
176	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
177	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
178	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
179	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
180	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
181	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
182	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
183	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
184	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
185	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
186	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
187	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
188	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
189	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
190	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
191	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
192	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
193	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
194	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
195	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
196	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
197	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
198	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
199	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
200	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
201	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
202	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
203	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
204	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
205	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
206	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
207	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
208	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
209	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
210	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
211	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
212	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
213	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
214	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
215	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
216	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
217	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
218	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
219	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
220	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
221	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
222	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
223	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
224	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
225	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
226	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
227	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
228	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
229	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
230	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
231	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
232	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0	0	Do.
233	Do.	-	Do.	v.c.	R.C.	-	R.C.	-	-	-	50	39	0</		





## List of Schools in operation on the 31st December, 1870.—Province of MUNSTER: County of TIPPERARY.

## COUNTY OF TIPPERARY—288 Schools.

Number.	Parish.	District.	School.	Voted or Not Voted.	Religious Instruction of Pupils		Number and Sexes of Pupils		Attendance for the Year.		Amount paid for Books, Stationery, and other expenses.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	OBSERVATIONS.
					Boys.	Girls.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.		
1	671 Ardmore,	43	Ardmore,	R.C.	—	—	60	59	119	30	—	—	—	£ s. d.	Residence free.
2	2076 Do.	—	Nollstown,	R.C.	—	—	133	133	266	48	2 19 8	—	—	6 0 0	Do.
3	8337 Do.	—	Do.	R.C.	—	—	—	—	—	—	3 7 0	—	—	7 15 6	Do.
4	0142 Aghnacore,	—	Do.	R.C.	—	—	106	140	246	44	1 9 3	—	—	8 17 11	Do.
5	6734 Do.	—	Do.	R.C.	—	—	—	—	—	—	1 9 3	—	—	8 17 11	Do.
6	6400 Do.	—	Do.	R.C.	—	—	31	111	142	38	—	—	—	0 15 0	Do.
7	0400 Do.	—	Borrisokane,	R.C.	—	—	—	—	—	—	0 10 8	—	—	4 0 0	Do.
8	6397 Do.	—	Do.	R.C.	—	—	79	78	157	69	3 10 11	—	—	13 18 0	Do.
9	7715 Do.	—	Do.	R.C.	—	—	108	108	216	36	1 8 0	—	—	4 19 11	Do.
10	10494 Ardmore,	—	Do.	R.C.	—	—	—	—	—	—	7 13 3	—	—	7 18 8	Do.
11	673 Ballyn,	—	Do.	R.C.	—	—	93	77	170	60	2 19 4	—	—	8 9 10	Do.
12	674 Do.	—	Do.	R.C.	—	—	70	65	135	60	1 6 3	—	—	4 10 0	Do.
13	575 Do.	—	Do.	R.C.	—	—	87	70	157	65	4 3 9	—	—	14 16 0	Do.
14	5918 Do.	—	Do.	R.C.	—	—	70	59	129	35	2 11 7	—	—	7 10 6	Do.
15	1253 Ballyn,	—	Do.	R.C.	—	—	94	82	176	38	1 13 0	—	—	8 11 0	Do.
16	1568 Do.	—	Do.	R.C.	—	—	160	82	242	34	1 5 3	—	—	3 7 0	Do.
17	2205 Ballyn,	—	Do.	R.C.	—	—	—	—	—	—	3 19 7	—	—	13 10 0	Do.
18	2698 Do.	—	Do.	R.C.	—	—	112	118	230	40	1 11 7	—	—	4 15 0	Do.
19	3337 Ballyn,	—	Do.	R.C.	—	—	—	—	—	—	1 9 4	—	—	14 11 7	Do.
20	3341 Do.	—	Do.	R.C.	—	—	88	105	193	43	1 15 6	—	—	3 1 7	Do.
21	3344 Do.	—	Do.	R.C.	—	—	71	60	131	49	1 7 0	—	—	14 4 0	Do.
22	7048 Do.	—	Do.	R.C.	—	—	133	73	206	60	1 10 11	—	—	21 7 10	Do.
23	7049 Do.	—	Do.	R.C.	—	—	70	52	122	47	4 0 0	—	—	10 5 2	Do.
24	7231 Do.	—	Do.	R.C.	—	—	48	174	222	88	4 17 7	—	—	13 18 0	Do.
25	4032 Ballyn,	—	Do.	R.C.	—	—	90	—	90	84	1 13 10	—	—	8 7 0	Do.
26	5415 Do.	—	Do.	R.C.	—	—	110	—	110	60	0 6 6	—	—	—	Do.
27	5416 Do.	—	Do.	R.C.	—	—	133	—	133	61	—	—	—	0 0 4	Do.
28	5417 Do.	—	Do.	R.C.	—	—	166	—	166	79	1 11 1	—	—	13 10 2	Do.



## List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Tipperary—continued.

Member.	Ball Number of School.	Parish.	District.	School.	Value of Mob. Vessel.	Religious Instruction of Manager or Correspondent.		Number and Ages of Pupils as Registered on 1st January.		Attendance for the Year.			Amount paid for Books, Apparatus, and Stationery, as Reflected in the Account.	Aid granted by the Board during the year.		Amount of Local Bursarials received in Aid of Salary.	Observations.
						Oral.	Exp.	Principals.	Adults.	Males.	Females.	Total number of Pupils as Registered on 1st January.		Average Daily.	In Free Schools of Bursarials, Bursarials, and Apparatus.		
75	7736	Castletown Area.	80	Corbally,	m.	R.C.	R.C.	—	—	145	—	145	51	d. s. d.	d. s. d.	d. s. d.	Residence free.
76	7856	Do.	—	Do.	f.	R.C.	R.C.	—	—	110	119	110	42	—	—	18 0 0	Do.
77	7245	Oullin,	46	Oullin,	m.	R.C.	R.C.	—	—	80	84	80	84	1 6 11	—	7 12 0	Do.
78	7206	Do.	—	Do.	f.	R.C.	R.C.	—	—	180	180	180	75	13 0 0	—	92 2 6	Do.
79	8080	Clonbrogue,	—	Do.	f.	R.C.	R.C.	—	—	118	118	118	101	0 9 0	—	27 13 0	Do.
80	10235	Derrygragh,	53	Garristown,	m.	R.C.	R.C.	—	—	74	69	131	62	3 4 5	—	23 0 0	Do.
81	5722	Do.	—	Garristown,	f.	R.C.	R.C.	—	—	138	138	138	83	9 16 6	—	50 16 4	Do.
82	8057	Do.	—	Do.	f.	R.C.	R.C.	—	—	153	153	153	74	8 19 1	—	90 0 0	Do.
83	1886	Do.	—	Garryrath,	m.	R.C.	R.C.	—	—	128	—	138	61	4 16 5	—	21 1 0	Do.
84	1887	Do.	—	Do.	f.	R.C.	R.C.	—	—	155	155	155	84	4 3 4	—	18 1 0	Do.
85	5084	Do.	—	Do.	f.	R.C.	R.C.	—	—	68	68	130	72	4 3 0	—	14 17 6	Do.
86	8033	Do.	—	Do.	m.	R.C.	R.C.	—	—	57	55	62	29	1 10 0	—	6 18 0	Do.
87	8053	Do.	—	Do.	f.	R.C.	R.C.	—	—	76	76	76	33	3 7 3	—	8 10 0	Do.
88	10427	Do.	—	Do.	f.	R.C.	R.C.	—	—	77	77	77	30	6 3 8	4 10 0	8 0 0	Do.
89	5581	Do.	—	Do.	f.	R.C.	R.C.	—	—	113	113	113	44	2 6 5	—	8 2 0	Do.
90	5435	Do.	—	Do.	f.	R.C.	R.C.	—	—	163	163	163	31	4 14 0	—	8 4 6	Do.
91	8987	Do.	—	Do.	f.	R.C.	R.C.	—	—	156	156	156	31	1 13 0	—	1 17 0	Do.
92	7231	Do.	—	Do.	m.	R.C.	R.C.	—	—	173	173	173	63	3 17 11	—	7 19 11	Do.
93	7232	Do.	—	Do.	f.	R.C.	R.C.	—	—	153	153	153	61	3 17 7	—	13 0 4	Do.
94	8046	Do.	—	Do.	f.	R.C.	R.C.	—	—	90	90	90	32	1 7 0	—	4 2 0	Do.
95	5041	Do.	—	Do.	f.	R.C.	R.C.	—	—	72	72	72	28	3 6 0	—	4 14 6	Do.
96	8051	Do.	—	Do.	m.	R.C.	R.C.	—	—	139	139	139	47	3 9 8	—	0 15 0	Do.
97	7483	Do.	—	Do.	f.	R.C.	R.C.	—	—	195	195	195	73	3 9 8	—	10 13 4	Do.
98	567	Do.	—	Do.	f.	R.C.	R.C.	—	—	105	105	105	43	3 9 0	—	8 14 6	Do.
99	556	Do.	—	Do.	f.	R.C.	R.C.	—	—	64	64	64	33	2 6 6	—	1 19 6	Do.
100	2455	Do.	—	Do.	m.	R.C.	R.C.	—	—	218	218	218	66	1 12 1	—	7 9 8	Do.
101	2003	Do.	—	Do.	f.	R.C.	R.C.	—	—	55	55	55	30	14 9 7	—	—	Do.
102	10416	Do.	—	Do.	f.	R.C.	R.C.	—	—	34	34	34	35	3 4 4	4 0 1	10 1 0	Do.
103	500	Do.	—	Do.	m.	R.C.	R.C.	—	—	161	161	161	73	4 19 4	—	7 9 1	Do.
104	6460	Do.	—	Do.	f.	R.C.	R.C.	—	—	79	79	79	47	4 3 8	—	12 17 0	Do.
105	551	Do.	—	Do.	f.	R.C.	R.C.	—	—	70	70	70	51	4 15 11	—	4 6 0	Do.
106	3252	Do.	—	Do.	f.	R.C.	R.C.	—	—	157	157	157	36	1 8 0	—	4 6 0	Do.



List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Tipperary—continued.

Number.	Parish.	School.	District.	Voted or Non-Voted.	Religious Denominations of Teachers.		Teacher and Education of Teachers.		Attendance for the Year.			Amount paid for books, Apparatus, and other school Expenses.	Aid granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	Observations.
					Religious Denominations of Teachers.	Period.	Amount.	Total number of Pupils in the Year.	Males.	Females.	Total.		Free School, Repairs, and other Expenses.	In Subsidy, Repairs, and other Expenses.			
163	Killarney,	43	Shanahan,		R.C.	R.C.	—	—	55	57	112	33	—	—	—	2 7 6	Garden free.
164	Killarney,	43	Killarney,		R.C.	R.C.	—	—	38	25	63	26	—	—	—	3 9 0	Garden free.
165	Do.	—	Shannon,		R.C.	R.C.	—	—	85	53	138	47	—	—	—	6 0 0	Residence and garden free.
166	Do.	m.	Drombane,		R.C.	R.C.	—	—	106	91	197	86	—	—	—	19 10 0	Residence and garden free.
167	Do.	f.	Do.		R.C.	R.C.	—	—	105	105	210	97	—	—	—	6 0 0	Residence and garden free.
168	Killarney,	43	Killarney,		R.C.	R.C.	—	—	—	—	—	63	—	—	—	1 0 0	Residence and garden free.
169	Do.	f.	Do.		R.C.	R.C.	—	—	72	73	145	99	—	—	—	4 1 3	Residence and garden free.
170	Killarney,	43	Killarney,		R.C.	R.C.	—	—	60	60	120	44	—	—	—	14 11 0	Residence and garden free.
171	Killarney,	43	Killarney,		R.C.	R.C.	—	—	100	100	200	69	—	—	—	12 7 5	Residence and garden free.
172	Do.	m.	Do.		R.C.	R.C.	—	—	103	103	206	67	—	—	—	25 16 8	Residence and garden free.
173	Killarney,	43	Killarney,		R.C.	R.C.	—	—	159	159	318	47	—	—	—	33 10 0	Residence and garden free.
174	Do.	f.	Do.		R.C.	R.C.	—	—	126	126	252	51	—	—	—	30 18 4	Residence and garden free.
175	Killarney,	43	Killarney,		R.C.	R.C.	—	—	104	104	208	85	—	—	—	24 0 0	Residence and garden free.
176	Do.	m.	Do.		R.C.	R.C.	—	—	63	63	126	30	—	—	—	23 0 0	Residence and garden free.
177	Do.	f.	Do.		R.C.	R.C.	—	—	—	74	74	31	—	—	—	21 0 0	Residence and garden free.
178	Do.	f.	Do.		R.C.	R.C.	—	—	101	101	202	37	—	—	—	23 0 0	Residence and garden free.
179	Do.	f.	Do.		R.C.	R.C.	—	—	54	54	108	45	—	—	—	31 6 6	Residence and garden free.
180	Do.	temp.	Do.		R.C.	R.C.	—	—	83	83	166	32	—	—	—	35 10 0	Residence and garden free.
181	Do.	temp.	Do.		R.C.	R.C.	—	—	65	65	130	53	—	—	—	24 0 0	Residence and garden free.
182	Do.	temp.	Do.		R.C.	R.C.	—	—	82	82	164	34	—	—	—	27 0 0	Residence and garden free.
183	Do.	temp.	Do.		R.C.	R.C.	—	—	60	60	120	43	—	—	—	23 6 8	Residence and garden free.
184	Do.	temp.	Do.		R.C.	R.C.	—	—	—	74	74	33	—	—	—	30 10 0	Residence and garden free.
185	Do.	temp.	Do.		R.C.	R.C.	—	—	—	104	104	41	—	—	—	20 0 0	Residence and garden free.
186	Do.	temp.	Do.		R.C.	R.C.	—	—	134	134	268	41	—	—	—	33 16 8	Residence and garden free.
187	Do.	temp.	Do.		R.C.	R.C.	—	—	75	75	150	44	—	—	—	34 18 4	Residence and garden free.
188	Do.	temp.	Do.		R.C.	R.C.	—	—	63	63	126	43	—	—	—	37 0 2	Residence and garden free.
189	Do.	temp.	Do.		R.C.	R.C.	—	—	41	41	82	31	—	—	—	37 8 4	Residence and garden free.
190	Do.	temp.	Do.		R.C.	R.C.	—	—	44	44	88	30	—	—	—	37 0 0	Residence and garden free.
191	Do.	temp.	Do.		R.C.	R.C.	—	—	98	98	196	33	—	—	—	24 0 0	Residence and garden free.
192	Do.	temp.	Do.		R.C.	R.C.	—	—	—	—	—	33	—	—	—	18 0 0	Residence and garden free.
193	Do.	temp.	Do.		R.C.	R.C.	—	—	—	—	—	33	—	—	—	16 0 0	Residence and garden free.
194	Do.	temp.	Do.		R.C.	R.C.	—	—	—	—	—	33	—	—	—	10 10 0	Residence and garden free.
195	Do.	temp.	Do.		R.C.	R.C.	—	—	—	—	—	33	—	—	—	10 10 0	Residence and garden free.







[illegible]

## COUNTY OF WATERFORD—118 Schools.

[illegible]





## List of Schools in operation on the 31st December, 1870.—Province of Munster: County of Waterford—continued.

Number.	Parish.	District.	School.	Voted or Non-Voted.	Religious Instruction of		Number and Religious Instruction of Teachers.		Attendance for the Year.			Amount paid for Books, Apparatus, and other Prizes.	Aid given by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.	
					Official.	Lat.	Private.	Public.	Total number of Pupils on Roll within the Year.	Males.	Females.		Total.	Average Daily.			In Free Schools, Hospitals, and other Institutions.
85	1837	Method.	Clonsa, m.		R.C.		R.C.	R.C.	147	—	147	71	£ 3 17 6	£ —	£ 0 0	£ 10 14 3	
86	7772	Do.	Do. f.		R.C.		R.C.	R.C.	111	111	147	52	£ 3 3 4	—	£ 0 0	£ 10 0 3	
87	4130	Do.	Codnashorne, m.	v.z.	R.C.		R.C.	—	45	41	86	45	£ 2 6 4	—	£ 0 0	£ 10 0 3	
88	836	Rossmore.	Do. m.		R.C.		R.C.	—	68	—	83	30	£ 1 3 2	—	£ 0 0	£ 1 17 6	
89	1130	Do.	Do. f.		R.C.		R.C.	—	—	100	100	34	£ 1 0 7	—	£ 0 0	£ 7 11 6	
90	1830	Ringanagh.	Mullinahorna, m.		R.C.		R.C.	R.C.	187	—	187	60	£ 4 2 4	—	£ 0 0	£ 9 10 0	Garden free.
91	2337	Do.	Do. f.		R.C.		R.C.	R.C.	—	115	115	59	£ 1 12 9	—	£ 0 0	£ 13 1 3	Residence and garden free.
92	4090	Rathgoranuck.	Rathgoranuck, m.		R.C.		R.C.	R.C.	160	—	160	57	£ 3 13 6	—	£ 0 0	£ 13 18 8	
93	6371	Do.	Do. f.		R.C.		R.C.	—	198	198	160	56	£ 4 10 7	—	£ 0 0	£ 9 5 0	
94	9745	Do.	Glenmore, m.		R.C.		R.C.	—	77	77	160	58	£ 0 10 10	—	£ 0 0	£ 9 1 5	
95	9746	Do.	Do. f.		R.C.		R.C.	—	68	68	160	58	£ 1 0 8	—	£ 0 0	£ 7 0 10	
96	6745	Rossmore.	Kilmashanna Work.		P.L.	Gda.	R.C.	R.C.	34	41	75	38	£ 0 15 6	—	£ 0 0	£ —	
97	1707	Stradbally.	Do. m.		R.C.		R.C.	R.C.	154	154	160	54	£ 4 19 4	—	£ 0 0	£ 18 0 0	
98	1779	Do.	Do. f.		R.C.		R.C.	R.C.	163	163	160	55	£ 3 17 1	—	£ 0 0	£ 11 6 6	
99	2214	Do.	Courshaha, m.		R.C.		R.C.	R.C.	91	87	176	70	£ 3 1 4	—	£ 0 0	£ 10 10 0	
100	8132	Sectinn.	Touraneens, m.		R.C.		R.C.	R.C.	137	137	160	56	£ 3 9 10	—	£ 0 0	£ 16 5 0	
101	8163	Do.	Do. f.		R.C.		R.C.	—	160	160	160	59	£ 4 4 3	—	£ 0 0	£ 15 4 4	
102	8074	St. John's.	Waterford District Model, m.		Com.	N.E.	R.C.	R.C.	164	—	164	76	£ 82 1 3	£ 20 4 4	£ 484 6 8	£ 100 14 6	School closed.
103	6975	Do.	Do. f.		Com.	N.E.	R.C.	R.C.	166	166	164	59	£ —	—	£ 0 0	£ 2 2 3	Residence and garden free.
104	6976	Do.	Do. f.		Com.	N.E.	R.C.	R.C.	68	67	130	58	£ —	—	£ 0 0	£ 17 0 8	Residence free.
105	6977	Do.	Do. f.		Com.	N.E.	R.C.	—	—	—	—	—	£ —	—	£ 0 0	£ 14 1 0	Residence free.
106	3520	Do.	Do. f.		Com.	N.E.	R.C.	R.C.	109	171	340	61	£ —	—	£ 0 0	£ 16 0 6	
107	648	Trinity.	Do. m.		P.L.	Gda.	R.C.	R.C.	340	340	340	61	£ —	—	£ 0 0	£ 27 10 0	
108	1179	Tallow.	Do. f.		R.C.		R.C.	R.C.	97	97	340	61	£ 0 18 3	—	£ 0 0	£ 14 1 0	
109	1288	Do.	Do. m.		R.C.		R.C.	R.C.	238	238	340	61	£ —	—	£ 0 0	£ 16 0 6	
110	1289	Do.	Do. f.		R.C.		R.C.	R.C.	335	335	340	61	£ —	—	£ 0 0	£ 16 0 6	
111	3746	Templemichael.	Do. f.		R.C.		R.C.	R.C.	67	67	340	61	£ —	—	£ 0 0	£ 16 0 6	
112	3249	Whitchurch.	Whitchurch, m.		R.C.		R.C.	R.C.	107	107	340	61	£ —	—	£ 0 0	£ 16 0 6	

Do.	3236	Do.	3237	Do.	3238	Do.	3239	Do.	3240	Do.	3241	Do.	3242	Do.	3243	Do.	3244	Do.	3245	Do.	3246	Do.	3247	Do.	3248	Do.	3249	Do.	3250	Do.	3251	Do.	3252	Do.	3253	Do.	3254	Do.	3255	Do.	3256	Do.	3257	Do.	3258	Do.	3259	Do.	3260	Do.	3261	Do.	3262	Do.	3263	Do.	3264	Do.	3265	Do.	3266	Do.	3267	Do.	3268	Do.	3269	Do.	3270	Do.	3271	Do.	3272	Do.	3273	Do.	3274	Do.	3275	Do.	3276	Do.	3277	Do.	3278	Do.	3279	Do.	3280	Do.	3281	Do.	3282	Do.	3283	Do.	3284	Do.	3285	Do.	3286	Do.	3287	Do.	3288	Do.	3289	Do.	3290	Do.	3291	Do.	3292	Do.	3293	Do.	3294	Do.	3295	Do.	3296	Do.	3297	Do.	3298	Do.	3299	Do.	3300	Do.	3301	Do.	3302	Do.	3303	Do.	3304	Do.	3305	Do.	3306	Do.	3307	Do.	3308	Do.	3309	Do.	3310	Do.	3311	Do.	3312	Do.	3313	Do.	3314	Do.	3315	Do.	3316	Do.	3317	Do.	3318	Do.	3319	Do.	3320	Do.	3321	Do.	3322	Do.	3323	Do.	3324	Do.	3325	Do.	3326	Do.	3327	Do.	3328	Do.	3329	Do.	3330	Do.	3331	Do.	3332	Do.	3333	Do.	3334	Do.	3335	Do.	3336	Do.	3337	Do.	3338	Do.	3339	Do.	3340	Do.	3341	Do.	3342	Do.	3343	Do.	3344	Do.	3345	Do.	3346	Do.	3347	Do.	3348	Do.	3349	Do.	3350	Do.	3351	Do.	3352	Do.	3353	Do.	3354	Do.	3355	Do.	3356	Do.	3357	Do.	3358	Do.	3359	Do.	3360	Do.	3361	Do.	3362	Do.	3363	Do.	3364	Do.	3365	Do.	3366	Do.	3367	Do.	3368	Do.	3369	Do.	3370	Do.	3371	Do.	3372	Do.	3373	Do.	3374	Do.	3375	Do.	3376	Do.	3377	Do.	3378	Do.	3379	Do.	3380	Do.	3381	Do.	3382	Do.	3383	Do.	3384	Do.	3385	Do.	3386	Do.	3387	Do.	3388	Do.	3389	Do.	3390	Do.	3391	Do.	3392	Do.	3393	Do.	3394	Do.	3395	Do.	3396	Do.	3397	Do.	3398	Do.	3399	Do.	3400	Do.	3401	Do.	3402	Do.	3403	Do.	3404	Do.	3405	Do.	3406	Do.	3407	Do.	3408	Do.	3409	Do.	3410	Do.	3411	Do.	3412	Do.	3413	Do.	3414	Do.	3415	Do.	3416	Do.	3417	Do.	3418	Do.	3419	Do.	3420	Do.	3421	Do.	3422	Do.	3423	Do.	3424	Do.	3425	Do.	3426	Do.	3427	Do.	3428	Do.	3429	Do.	3430	Do.	3431	Do.	3432	Do.	3433	Do.	3434	Do.	3435	Do.	3436	Do.	3437	Do.	3438	Do.	3439	Do.	3440	Do.	3441	Do.	3442	Do.	3443	Do.	3444	Do.	3445	Do.	3446	Do.	3447	Do.	3448	Do.	3449	Do.	3450	Do.	3451	Do.	3452	Do.	3453	Do.	3454	Do.	3455	Do.	3456	Do.	3457	Do.	3458	Do.	3459	Do.	3460	Do.	3461	Do.	3462	Do.	3463	Do.	3464	Do.	3465	Do.	3466	Do.	3467	Do.	3468	Do.	3469	Do.	3470	Do.	3471	Do.	3472	Do.	3473	Do.	3474	Do.	3475	Do.	3476	Do.	3477	Do.	3478	Do.	3479	Do.	3480	Do.	3481	Do.	3482	Do.	3483	Do.	3484	Do.	3485	Do.	3486	Do.	3487	Do.	3488	Do.	3489	Do.	3490	Do.	3491	Do.	3492	Do.	3493	Do.	3494	Do.	3495	Do.	3496	Do.	3497	Do.	3498	Do.	3499	Do.	3500	Do.	3501	Do.	3502	Do.	3503	Do.	3504	Do.	3505	Do.	3506	Do.	3507	Do.	3508	Do.	3509	Do.	3510	Do.	3511	Do.	3512	Do.	3513	Do.	3514	Do.	3515	Do.	3516	Do.	3517	Do.	3518	Do.	3519	Do.	3520	Do.	3521	Do.	3522	Do.	3523	Do.	3524	Do.	3525	Do.	3526	Do.	3527	Do.	3528	Do.	3529	Do.	3530	Do.	3531	Do.	3532	Do.	3533	Do.	3534	Do.	3535	Do.	3536	Do.	3537	Do.	3538	Do.	3539	Do.	3540	Do.	3541	Do.	3542	Do.	3543	Do.	3544	Do.	3545	Do.	3546	Do.	3547	Do.	3548	Do.	3549	Do.	3550	Do.	3551	Do.	3552	Do.	3553	Do.	3554	Do.	3555	Do.	3556	Do.	3557	Do.	3558	Do.	3559	Do.	3560	Do.	3561	Do.	3562	Do.	3563	Do.	3564	Do.	3565	Do.	3566	Do.	3567	Do.	3568	Do.	3569	Do.	3570	Do.	3571	Do.	3572	Do.	3573	Do.	3574	Do.	3575	Do.	3576	Do.	3577	Do.	3578	Do.	3579	Do.	3580	Do.	3581	Do.	3582	Do.	3583	Do.	3584	Do.	3585	Do.	3586	Do.	3587	Do.	3588	Do.	3589	Do.	3590	Do.	3591	Do.	3592	Do.	3593	Do.	3594	Do.	3595	Do.	3596	Do.	3597	Do.	3598	Do.	3599	Do.	3600	Do.	3601	Do.	3602	Do.	3603	Do.	3604	Do.	3605	Do.	3606	Do.	3607	Do.	3608	Do.	3609	Do.	3610	Do.	3611	Do.	3612	Do.	3613	Do.	3614	Do.	3615	Do.	3616	Do.	3617	Do.	3618	Do.	3619	Do.	3620	Do.	3621	Do.	3622	Do.	3623	Do.	3624	Do.	3625	Do.	3626	Do.	3627	Do.	3628	Do.	3629	Do.	3630	Do.	3631	Do.	3632	Do.	3633	Do.	3634	Do.	3635	Do.	3636	Do.	3637	Do.	3638	Do.	3639	Do.	3640	Do.	3641	Do.	3642	Do.	3643	Do.	3644	Do.	3645	Do.	3646	Do.	3647	Do.	3648	Do.	3649	Do.	3650	Do.	3651	Do.	3652	Do.	3653	Do.	3654	Do.	3655	Do.	3656	Do.	3657	Do.	3658	Do.	3659	Do.	3660	Do.	3661	Do.	3662	Do.	3663	Do.	3664	Do.	3665	Do.	3666	Do.	3667	Do.	3668	Do.	3669	Do.	3670	Do.	3671	Do.	3672	Do.	3673	Do.	3674	Do.	3675	Do.	3676	Do.	3677	Do.	3678	Do.	3679	Do.	3680	Do.	3681	Do.	3682	Do.	3683	Do.	3684	Do.	3685	Do.	3686	Do.	3687	Do.	3688	Do.	3689	Do.	3690	Do.	3691	Do.	3692	Do.	3693	Do.	3694	Do.	3695	Do.	3696	Do.	3697	Do.	3698	Do.	3699	Do.	3700	Do.	3701	Do.	3702	Do.	3703	Do.	3704	Do.	3705	Do.	3706	Do.	3707	Do.	3708	Do.	3709	Do.	3710	Do.	3711	Do.	3712	Do.	3713	Do.	3714	Do.	3715	Do.	3716	Do.	3717	Do.	3718	Do.	3719	Do.	3720	Do.	3721	Do.	3722	Do.	3723	Do.	3724	Do.	3725	Do.	3726	Do.	3727	Do.	3728	Do.	3729	Do.	3730	Do.	3731	Do.	3732	Do.	3733	Do.	3734	Do.	3735	Do.	3736	Do.	3737	Do.	3738	Do.	3739	Do.	3740	Do.	3741	Do.	3742	Do.	3743	Do.	3744	Do.	3745	Do.	3746	Do.	3747	Do.	3748	Do.	3749	Do.	3750	Do.	3751	Do.	3752	Do.	3753	Do.	3754	Do.	3755	Do.	3756	Do.	3757	Do.	3758	Do.	3759	Do.	3760	Do.	3761	Do.	3762	Do.	3763	Do.	3764	Do.	3765	Do.	3766	Do.	3767	Do.	3768	Do.	3769	Do.	3770	Do.	3771	Do.	3772	Do.	3773	Do.	3774	Do.	3775	Do.	3776	Do.	3777	Do.	3778	Do.	3779	Do.	3780	Do.	3781	Do.	3782	Do.	3783	Do.	3784	Do.	3785	Do.	3786	Do.	3787	Do.	3788	Do.	3789	Do.	3790	Do.	3791	Do.	3792	Do.	3793	Do.	3794	Do.	3795	Do.	3796	Do.	3797	Do.	3798	Do.	3799	Do.	3800	Do.	3801	Do.	3802	Do.	3803	Do.	3804	Do.	3805	Do.	3806	Do.	3807	Do.	3808	Do.	3809	Do.	3810	Do.	3811	Do.	3812	Do.	3813	Do.	3814	Do.	3815	Do.	3816	Do.	3817	Do.	3818	Do.	3819	Do.	3820	Do.	3821	Do.	3822	Do.	3823	Do.	3824	Do.	3825	Do.	3826	Do.	3827	Do.	3828	Do.	3829	Do.	3830	Do.	3831	Do.	3832	Do.	3833	Do.	3834	Do.	3835	Do.	3836	Do.	3837	Do.	3838	Do.	3839	Do.	3840	Do.	3841	Do.	3842	Do.	3843	Do.	3844	Do.	3845	Do.	3846	Do.	3847	Do.	3848	Do.	3849	Do.	3850	Do.	3851	Do.	3852	Do.	3853	Do.	3854	Do.	3855	Do.	3856	Do.	3857	Do.	3858	Do.	3859	Do.	3860	Do.	3861	Do.	3862	Do.	3863	Do.	3864	Do.	3865	Do.	3866	Do.	3867	Do.	3868	Do.	3869	Do.	3870	Do.	3871	Do.	3872	Do.	3873	Do.	3874	Do.	3875	Do.	3876	Do.	3877	Do.	3878	Do.	3879	Do.	3880	Do.	3881	Do.	3882	Do.	3883	Do.	3884	Do.	3885	Do.	3886	Do.	3887	Do.	3888	Do.	3889	Do.	3890	Do.	3891	Do.	3892	Do.	3893	Do.	3894	Do.	3895	Do.	3896	Do.	3897	Do.	3898	Do.	3899	Do.	3900	Do.	3901	Do.	3902	Do.	3903	Do.	3904	Do.	3905	Do.	3906	Do.	3907	Do.	3908	Do.	3909	Do.	3910	Do.	3911	Do.	3912	Do.	3913	Do.	3914	Do.	3915	Do.	3916	Do.	3917	Do.	3918	Do.	3919	Do.	3920	Do.	3921	Do.	3922	Do.	3923	Do.	3924	Do.	3925	Do.	3926	Do.	3927	Do.	3928	Do.	3929	Do.	3930	Do.	3931	Do.	3932	Do.	3933	Do.	3934	Do.	3935	Do.	3936	Do.	3937	Do.	3938	Do.	3939	Do.	3940	Do.	3941	Do.	3942	Do.	3943	Do.	3944	Do.	3945	Do.	3946	Do.	3947	Do.	3948	Do.	3949	Do.	3950	Do.	3951	Do.	3952	Do.	3953	Do.	3954	Do.	3955	Do.	3956	Do.	3957	Do.	3958	Do.	3959	Do.	3960	Do.	3961	Do.	3962	Do.	3963	Do.	3964	Do.	3965	Do.	3966	Do.	3967	Do.	3968	Do.	3969	Do.	3970	Do.	3971	Do.	3972	Do.	3973	Do.	3974	Do.	3975	Do.	3976	Do.	3977	Do.	3978	Do.	3979	Do.	3980	Do.	3981	Do.	3982	Do.	3983	Do.	3984	Do.	3985	Do.	3986	Do.	3987	Do.	3988	Do.	3989	Do.	3990	Do.	3991	Do.	3992	Do.	3993	Do.	3994	Do.	3995	Do.	3996	Do.	3997	Do.	3998	Do.	3999	Do.	4000	Do.	4001	Do.	4002	Do.	4003	Do.	4004	Do.	4005	Do.	4006	Do.	4007	Do.	4008	Do.	4009	Do.	4010	Do.	4011	Do.	4012	Do.	4013	Do.	4014	Do.	4015	Do.	4016	Do.	4017	Do.	4018	Do.	4019	Do.	4020	Do.	4021	Do.	4022	Do.	4023	Do.	4024	Do.	4025	Do.	4026	Do.	4027	Do.	4028	Do.	4029	Do.	4030	Do.	4031	Do.	4032	Do.	4033	Do.	4034	Do.	4035	Do.	4036	Do.	4037	Do.	4038	Do.	4039	Do.	4040	Do.	4041	Do.	4042	Do.	4043	Do.	4044	Do.	4045	Do.	4046	Do.	4047	Do.	4048	Do.	4049	Do.	4050	Do.	4051	Do.	4052	Do.	4053	Do.	4054	Do.	4055	Do.	4056	Do.	4057	Do.	4058	Do.	4059	Do.	4060	Do.
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## LEINSTER—1,505 Schools.

## COUNTY OF CARLOW—61 Schools.

[illegible]

## List of Schools in operation on the 31st December, 1870.—Province of Limerick: County of Galway—continued.

Serial Number of School.	Parish.	District.	School.	Voted or Non-Voted.	Religious Instruction of Managers or Clergyman.		Number and Denomination of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, and other Expenses, as follows.	Aid granted by the Board during the year.			Amount of Local Rates levied in Aid of Salary.	Observations.	
					Chapel.	Lay.	Private.	Public.	Antisocial.	Total number of Pupils in the Year.			In Scholar, Pupil, and other.	In Scholar, Pupil, and other.	In Scholar, Pupil, and other.			
										Males.	Females.							Total.
29	Kiltearn, or Borealis.	30	Bahanna, m.		R.C.				116		116	46		34 16 8	4 11 6	Residence free.		
30	Do.		Do. f.		R.C.				135		135	53		23 18 10	2 4 6	Do.		
31	Do.		Tynegash, m.	v.r.	R.C.				100		100	63		42 16 8	2 11 0	Residence and garden free.		
32	Do.		Bailinacallio, m.		R.C.				91		91	84		24 0 0	2 1 0	Do.		
33	Do.		Do. f.		R.C.				85		85	50		18 0 0	2 0 0	Do.		
34	Do.		Do. m.	v.r.	R.C.				93		93	53		14 0 0	4 6 8	Garden free.		
35	Do.		Do. f.		R.C.				94		94	28		20 11 8	4 14 0	Residence and garden free.		
36	Do.		Do. m.	v.r.	R.C.				115		115	49		40 16 8	4 15 6	Do.		
37	Do.		Do. f.		R.C.				115		115	44		43 6 8	6 15 6	Garden free.		
38	Do.		Do. m.	v.r.	R.C.				62		62	56		19 15 0	1 10 0	Do.		
39	Do.		Do. f.		R.C.				86		86	36		28 3 4	3 0 0	Do.		
40	Do.		Do. m.	v.r.	R.C.				126		126	44		18 0 0	2 3 6	Do.		
41	Do.		Do. f.		R.C.				88		88	23		25 10 0	12 5 4	Teacher in charge last quarter of year not re-organised.		
42	Do.		Do. m.	v.r.	R.C.				135		135	36		14 16 8	5 9 3	Do.		
43	Do.		Do. f.		R.C.				147		147	49		33 0 0	8 17 7	Do.		
44	Do.		Do. m.	v.r.	R.C.				123		123	43		14 0 0	4 6 0	Do.		
45	Do.		Do. f.		R.C.				48		48	35		18 15 0	4 6 0	Do.		
46	Do.		Do. m.	n.	R.C.				93		93	35		16 0 0	5 13 0	Do.		
47	Do.		Do. f.	n.	R.C.				73		73	34		13 15 0	0 14 6	Garden free.		
48	Do.		Do. m.	n.	R.C.				95		95	24		25 5 0	6 8 7	Do.		
49	Do.		Do. f.	n.	R.C.				01		01	27		53 18 4	4 10 0	Do.		
50	Do.		Do. m.	v.r.	R.C.				87		87	61		38 5 0	4 15 6	Do.		
51	Do.		Do. f.	v.r.	R.C.				101		101	53		28 1 8	0 0 0	Do.		
52	Do.		Do. m.		R.C.				87		87	32		25 1 8	0 0 0	Do.		
53	Do.		Do. f.		R.C.				97		97	33		14 11 8	2 6 6	Do.		
54	Do.		Do. m.	n.	R.C.				43		43	38		15 0 0	2 12 0	Do.		
55	Do.		Do. f.	n.	R.C.				89		89	43		24 0 8	3 9 5	Do.		
56	Do.		Do. m.	n.	R.C.				77		77	65		47 0 0	36 18 0	Do.		



## List of Schools in operation on the 31st December, 1870.—Province of LEXINGTON: County of DUMFRIES—continued.

Roll Number of School.	Parish.	District.	School.	Voted or Main-Valued.	Religious Dispositions of Teachers.		Number and Denominations of Teachers.		Attendance for the Year.			Amount paid for Books, Apparatus, and Fuel, &c. at School.		Aid granted by the Board during the year.		Amount of Local Emoluments received in Aid of Salary.	Observations.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
					Church of Scotland.	Other.	Presb. Episc. Meth. &c.	Free-school.	Total.	Males.	Females.	Total.	Average Daily.	£ s. d.	£ s. d.			£ s. d.	£ s. d.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
35	5474	Coolock.	30	Glenashagh, m.	R.C.	-	-	R.C.	43	31	73	29	£ s. d.	£ s. d.	£ s. d.	£ s. d.	Residence and garden free.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
36	5316	Cloghan,	-	Cloghan, f.	R.C.	-	-	R.C.	64	64	25	42	0 0	26	0 0	0 8	Do.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
37	5317	Do.	-	Do.	R.C.	-	-	R.C.	61	61	21	20	0 0	30	0 0	1 14	Do.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
38	704	Dalkey.	40	Dalkey, m.	R.C.	-	-	R.C.	237	237	86	41	0 0	40	10	0	12 17	Do.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
39	7182	Do.	-	Do. Convent, f.	R.C.	-	-	R.C.	64	219	283	54	0 8	54	6 8	3 0	3	Do.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
40	4064	Desabath,	30	Fortuna, m.	R.C.	-	-	R.C.	99	99	38	0	0	34	10	0	19 0	Do.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
41	4081	Do.	-	Do.	R.C.	-	-	R.C.	103	103	49	10	13	3	10	13	17	Do.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
42	702	Finglas,	-	Finglas, f.	R.C.	-	-	R.C.	120	120	33	1	15	9	25	13	4	7 18	Do.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
43	3196	Do.	-	Do.	R.C.	-	-	R.C.	70	70	28	1	0	0	23	0 0	7 4	8	Do.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
44	708	Garristown,	-	Garristown, m.	R.C.	-	-	R.C.	64	64	37	29	3	4	29	3	4	13 17	Do.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
45	7318	Do.	-	Do.	R.C.	-	-	R.C.	103	103	41	3	15	6	33	6	4	6 12	Do.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
46	5931	Grangegorman,	-	St. Peter's (No. 1, Fairbairn's), m.	R.C.	-	-	R.C.	212	-	212	74	10	15	89	8	4	32	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0





## List of Schools in operation on the 31st December, 1870.—Province of Limerick: County of DUBLIN—continued.

Number.	Field Number of School.	Parish.	District.	School.	Voted or Non-voted.	Religious Instruction or of other Character.		Member and Disruption of Teachers.		Attendance for the Year.		Amount paid for Books, Stationery, and other school Expenses.	All granted by the Board during the year.		Amount of Local Enrolments received in Aid of Salary.	Observations.
						Classical.	Latin.	Private.	Public.	Ante-pa.	Total.	Boys.	Girls.	Both.		
106	7136	Rathcoole,	37	Rathcoole, m.	R.C.	R.C.	R.C.	R.C.	R.C.	71	138	39	£ s. d.	£ s. d.	£ s. d.	Residence free.
107	703	Swords, f.	80	Swords, f.	R.C.	R.C.	R.C.	R.C.	R.C.	200	220	56	50 0 0	30 0 0	28 5 2	
108	7839	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	212	212	89	74 19 7	74 19 7	28 17 9	
109	1830	St. Andrew's, m.	38	St. Andrew's, m.	R.C.	R.C.	R.C.	R.C.	R.C.	889	889	96	0 2 8	0 2 8	22 0 7	
110	1831	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	45	350	107	78 18 4	78 18 4	14 1 2	
111	7632	St. Anne's, f.		St. Anne's, f.	R.C.	R.C.	R.C.	R.C.	R.C.	274	274	108	81 0 0	81 0 0	10 0 0	
112	8208	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	234	234	122	—	—	22 17 0	
113	9123	St. Bridget's, m.		St. Bridget's, m.	R.C.	R.C.	R.C.	R.C.	R.C.	460	1,745	781	—	—	—	
114	9123	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	63	63	25	48 14 2	48 14 2	196 19 4	
115	9123	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	65	65	22	1 0 1	1 0 1	30 17 10	
116	9123	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	84	149	68	17 0 0	17 0 0	20 0 0	
117	9123	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	397	397	127	40 0 0	40 0 0	15 0 0	
118	9123	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	110	110	28	—	—	—	
119	737	St. Catherine's, m.		St. Catherine's, m.	R.C.	R.C.	R.C.	R.C.	R.C.	661	661	101	105 1 8	105 1 8	14 16 11	
120	788	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	370	370	108	163 10 0	163 10 0	28 6 8	
121	9608	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	225	225	63	96 0 0	96 0 0	30 18 9	
122	789	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	38	38	12	116 10 0	116 10 0	33 7 6	
123	2560	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	215	256	82	71 15 3	71 15 3	12 3 7	
124	9202	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	408	408	100	100 18 10	100 18 10	17 16 7	
125	9241	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	209	379	68	102 13 4	102 13 4	10 18 7	
126	8440	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	355	355	102	—	—	—	
127	6941	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	206	206	87	33 18 4	33 18 4	112 15 2	
128	6462	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	80	110	78	1 0 4	1 0 4	19 15 9	
129	10358	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	202	202	29	—	—	—	
130	7838	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	59	59	58	18 0 0	18 0 0	12 0 0	
131	2071	St. Dolough's, m.		St. Dolough's, m.	R.C.	R.C.	R.C.	R.C.	R.C.	88	88	93	20 0 0	20 0 0	8 3 0	
132	2071	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	284	284	70	100 18 4	100 18 4	10 0 0	
133	6495	St. George's, f.		St. George's, f.	R.C.	R.C.	R.C.	R.C.	R.C.	169	169	228	74 11 8	74 11 8	14 4 4	
134	6495	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	294	294	85	93 8 4	93 8 4	9 0 9	
135	6495	Do. f.		Do. f.	R.C.	R.C.	R.C.	R.C.	R.C.	141	141	11	4 10 0	4 10 0	7 13 10	
136	7078	St. James's, f.		St. James's, f.	R.C.	R.C.	R.C.	R.C.	R.C.	120	120	128	—	—	—	

[illegible]

## List of Schools in operation on the 31st December, 1870.—Province of Leinster: County of Dublin—continued.

Number.	Parish.	District.	School.	Visited or Re-visited.	Religious Instruction of Pupils.		Number and Names of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, and other Expenses, as shown at Public Accounts.	Aid granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	Observations.
					Classical.	Lat.	Principal.	Assistants.	Males.	Females.	Total.		In Free School, or in other Approved.	In Salaries, Pension, and other Grants.			
175 6866	St. Nicholas Without.	Do.	St. Nicholas Without.	R.C.	—	—	R.C.	R.C.	271	297	571	£ 1 11 0	£ 100 0 0	£ 12 0 0	Residence free.  Do.		
176 7049	Do.	Do.	Do. No. 2, f.	R.C.	—	—	R.C.	R.C.	—	295	295	£ 3 2 4	£ 108 15 0	£ 12 0 0			
177 1704	St. Paul's.	Do.	St. Paul's, m. day.	R.C.	—	—	R.C.	R.C.	264	—	264	£ 4 11 0	£ 71 10 0	£ 12 0 0			
178 1856	Do.	Do.	Do. f. eve.	—	—	—	R.C.	R.C.	168	—	168	£ 7 6 7	£ 00 3 4	£ 8 9 4			
179 6789	Do.	Do.	Do. f. l.	R.C.	—	—	R.C.	R.C.	178	187	365	£ 3 4 6	£ 40 10 0	£ 11 2 3			
180 7017	Do.	Do.	Do. No. 2, m.	R.C.	—	—	R.C.	R.C.	266	—	266	£ 0 10 0	£ 03 16 6	£ 15 9 0			
181 7018	Do.	Do.	Do. f.	R.C.	—	—	R.C.	R.C.	—	125	125	£ 0 10 0	£ 28 1 8	£ 6 17 7			
182 9014	Do.	Do.	North Brunswick street.	R.C.	—	—	R.C.	R.C.	—	455	455	£ 7 8 9	£ 1 0 0	£ 106 0 0			
183 9199	Do.	Do.	Blackhall-place, f.	R.C.	—	—	R.C.	R.C.	48	60	114	£ 2 3 8	£ 25 1 8	£ 15 2 2			
184 7187	Do.	Do.	North Dublin Works.	P.L.	—	—	Gdn.	R.C.	243	188	431	£ 12 10 4	£ 10 0 0	£ 10 0 0			
185 0032	Do.	Do.	Manoe-street, f.	—	—	—	R.C.	R.C.	329	329	329	£ 12 8 7	£ 00 5 0	£ 14 8 0			
186 9938	Do.	Do.	Do. f.	—	—	—	R.C.	R.C.	132	236	368	£ 12 8 7	£ 41 8 4	£ 15 15 3			
187 6068	St. Peter's.	Do.	St. Peter's, m.	R.C.	—	—	R.C.	R.C.	312	—	312	£ 4 10 9	£ 52 0 0	£ 8 17 8			
188 754	Do.	Do.	Do. f.	R.C.	—	—	R.C.	R.C.	—	448	448	£ 8 16 1	£ 99 5 0	£ 23 13 11			
189 6368	Do.	Do.	Do. jun. depart-ment, m.	—	—	—	R.C.	R.C.	—	—	—	£ 1 7 5	£ 55 3 4	£ 10 7 7			
190 6098	Do.	Do.	Do. f.	R.C.	—	—	R.C.	R.C.	307	—	307	£ 1 0 0	£ 61 8 4	£ 16 19 11			
191 1600	Do.	Do.	Rathmines, m.	R.C.	—	—	R.C.	R.C.	126	—	126	£ 1 0 0	£ 24 0 0	£ 10 10 2			
192 1551	Do.	Do.	Do. f.	R.C.	—	—	R.C.	R.C.	191	191	382	£ 4 17 3	£ 60 10 8	£ 14 7 1			
193 7187	Do.	Do.	Do. f.	R.C.	—	—	R.C.	R.C.	115	106	221	£ 4 17 3	£ 49 0 0	£ 2 5 9			
194 6250	Do.	Do.	Do. f.	R.C.	—	—	R.C.	R.C.	218	—	218	£ 3 17 3	£ 35 13 11	£ 16 0 0			
195 7016	Do.	Do.	Do. f.	R.C.	—	—	R.C.	R.C.	170	170	340	£ 1 6 3	£ 18 0 0	£ 14 0 0			
196 7029	Do.	Do.	Do. f.	R.C.	—	—	R.C.	R.C.	—	228	228	£ 1 6 3	£ 36 7 6	£ 0 4 0			
197 7021	St. Thomas's.	Do.	Central Med. Sch. m.	—	—	—	R.C.	R.C.	711	—	711	£ 310	£ 601	£ 130			
198 6800	Do.	Do.	Do. f. eve.	—	—	—	R.C.	R.C.	605	—	605	£ 501	£ 501	£ 99			
199 5954	Do.	Do.	Do. f.	—	—	—	R.C.	R.C.	120	—	120	£ 123	£ 123	£ 00			

Do.	No. 1.	No. 2.	No. 3.	No. 4.	No. 5.	No. 6.	No. 7.	No. 8.	No. 9.	No. 10.	No. 11.	No. 12.	No. 13.	No. 14.	No. 15.	No. 16.	No. 17.	No. 18.	No. 19.	No. 20.	No. 21.	No. 22.	No. 23.	No. 24.	No. 25.	No. 26.	No. 27.	No. 28.	No. 29.	No. 30.	No. 31.	No. 32.	No. 33.	No. 34.	No. 35.	No. 36.	No. 37.	No. 38.	No. 39.	No. 40.	No. 41.	No. 42.	No. 43.	No. 44.	No. 45.	No. 46.	No. 47.	No. 48.	No. 49.	No. 50.	No. 51.	No. 52.	No. 53.	No. 54.	No. 55.	No. 56.	No. 57.	No. 58.	No. 59.	No. 60.	No. 61.	No. 62.	No. 63.	No. 64.	No. 65.	No. 66.	No. 67.	No. 68.	No. 69.	No. 70.	No. 71.	No. 72.	No. 73.	No. 74.	No. 75.	No. 76.	No. 77.	No. 78.	No. 79.	No. 80.	No. 81.	No. 82.	No. 83.	No. 84.	No. 85.	No. 86.	No. 87.	No. 88.	No. 89.	No. 90.	No. 91.	No. 92.	No. 93.	No. 94.	No. 95.	No. 96.	No. 97.	No. 98.	No. 99.	No. 100.	No. 101.	No. 102.	No. 103.	No. 104.	No. 105.	No. 106.	No. 107.	No. 108.	No. 109.	No. 110.	No. 111.	No. 112.	No. 113.	No. 114.	No. 115.	No. 116.	No. 117.	No. 118.	No. 119.	No. 120.	No. 121.	No. 122.	No. 123.	No. 124.	No. 125.	No. 126.	No. 127.	No. 128.	No. 129.	No. 130.	No. 131.	No. 132.	No. 133.	No. 134.	No. 135.	No. 136.	No. 137.	No. 138.	No. 139.	No. 140.	No. 141.	No. 142.	No. 143.	No. 144.	No. 145.	No. 146.	No. 147.	No. 148.	No. 149.	No. 150.	No. 151.	No. 152.	No. 153.	No. 154.	No. 155.	No. 156.	No. 157.	No. 158.	No. 159.	No. 160.	No. 161.	No. 162.	No. 163.	No. 164.	No. 165.	No. 166.	No. 167.	No. 168.	No. 169.	No. 170.	No. 171.	No. 172.	No. 173.	No. 174.	No. 175.	No. 176.	No. 177.	No. 178.	No. 179.	No. 180.	No. 181.	No. 182.	No. 183.	No. 184.	No. 185.	No. 186.	No. 187.	No. 188.	No. 189.	No. 190.	No. 191.	No. 192.	No. 193.	No. 194.	No. 195.	No. 196.	No. 197.	No. 198.	No. 199.	No. 200.	No. 201.	No. 202.	No. 203.	No. 204.	No. 205.	No. 206.	No. 207.	No. 208.	No. 209.	No. 210.	No. 211.	No. 212.	No. 213.	No. 214.	No. 215.	No. 216.	No. 217.	No. 218.	No. 219.	No. 220.	No. 221.	No. 222.	No. 223.	No. 224.	No. 225.	No. 226.	No. 227.	No. 228.	No. 229.	No. 230.	No. 231.	No. 232.	No. 233.	No. 234.	No. 235.	No. 236.	No. 237.	No. 238.	No. 239.	No. 240.	No. 241.	No. 242.	No. 243.	No. 244.	No. 245.	No. 246.	No. 247.	No. 248.	No. 249.	No. 250.	No. 251.	No. 252.	No. 253.	No. 254.	No. 255.	No. 256.	No. 257.	No. 258.	No. 259.	No. 260.	No. 261.	No. 262.	No. 263.	No. 264.	No. 265.	No. 266.	No. 267.	No. 268.	No. 269.	No. 270.	No. 271.	No. 272.	No. 273.	No. 274.	No. 275.	No. 276.	No. 277.	No. 278.	No. 279.	No. 280.	No. 281.	No. 282.	No. 283.	No. 284.	No. 285.	No. 286.	No. 287.	No. 288.	No. 289.	No. 290.	No. 291.	No. 292.	No. 293.	No. 294.	No. 295.	No. 296.	No. 297.	No. 298.	No. 299.	No. 300.	No. 301.	No. 302.	No. 303.	No. 304.	No. 305.	No. 306.	No. 307.	No. 308.	No. 309.	No. 310.	No. 311.	No. 312.	No. 313.	No. 314.	No. 315.	No. 316.	No. 317.	No. 318.	No. 319.	No. 320.	No. 321.	No. 322.	No. 323.	No. 324.	No. 325.	No. 326.	No. 327.	No. 328.	No. 329.	No. 330.	No. 331.	No. 332.	No. 333.	No. 334.	No. 335.	No. 336.	No. 337.	No. 338.	No. 339.	No. 340.	No. 341.	No. 342.	No. 343.	No. 344.	No. 345.	No. 346.	No. 347.	No. 348.	No. 349.	No. 350.	No. 351.	No. 352.	No. 353.	No. 354.	No. 355.	No. 356.	No. 357.	No. 358.	No. 359.	No. 360.	No. 361.	No. 362.	No. 363.	No. 364.	No. 365.	No. 366.	No. 367.	No. 368.	No. 369.	No. 370.	No. 371.	No. 372.	No. 373.	No. 374.	No. 375.	No. 376.	No. 377.	No. 378.	No. 379.	No. 380.	No. 381.	No. 382.	No. 383.	No. 384.	No. 385.	No. 386.	No. 387.	No. 388.	No. 389.	No. 390.	No. 391.	No. 392.	No. 393.	No. 394.	No. 395.	No. 396.	No. 397.	No. 398.	No. 399.	No. 400.	No. 401.	No. 402.	No. 403.	No. 404.	No. 405.	No. 406.	No. 407.	No. 408.	No. 409.	No. 410.	No. 411.	No. 412.	No. 413.	No. 414.	No. 415.	No. 416.	No. 417.	No. 418.	No. 41
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## COUNTY OF KIDNABE—104 Schools.

1	2100	Ardell,	.	37	Daristurn,	.	m.			80	-	80	54	4	5	#	-	23	19	0	4	10	2	Garden free.
2	7360	Do.,	.	-	Do.,	.	f.		-	85	85	39	39	7	0		-	23	0	0	6	10		
3	764	Baldwins,	.	-	Broadford,	.	m.		74	74	250	1	8	4			-	24	0	0	2	2	0	Residues and garden free.
4	753	Do.,	.	-	Do.,	.	f.		-	88	88	253	0	10	3		-	24	0	0	1	8	0	

## List of Schools in operation on the 31st December, 1870.—Province of Limerick: County of Kildare—continued.

Number.	Parish.	District.	School.	Visited or Not Visited.	Religious Disciplines of Manager or Correspondent.		Number and Religious Disciplines of Teachers.		Attendance for the Year.			Annual paid for Salaries, Expenses, and Fees.	Aid granted by the Board during the year.			Observations.
					Charity.	Exp.	Private.	Assist.	Males.	Females.	Total.		Free School Institution, or other Apparatus.	As salaries, Pensions, and other Gratuities.	Amount of Local Endowments received in Aid of Salary.	
1417	Ballymore-Eustace,	37	Ballymore-Eustace, m.	v.	R.C.	—	R.C.	—	168	—	158	46	—	23 13 4	7 10 7	Residence free.
1418	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	—	123	123	48	—	37 15 4	5 11 1	Do.
1419	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	83	123	123	48	—	31 10 0	5 2 11	Do.
1420	Ballymore,	41	Ballymore, m.	v.	R.C.	—	R.C.	—	70	59	129	50	—	36 15 0	11 7 0	Do.
1421	Ballymore,	37	Ballymore, m.	v.	R.C.	—	R.C.	—	95	—	95	33	—	42 0 0	13 10 1	Do.
1422	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	—	53	53	24	—	30 0 0	8 9 0	Do.
1423	Ballymore,	44	Ballymore, m.	v.	R.C.	—	R.C.	—	78	88	166	35	—	39 0 0	8 2 11	Do.
1424	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	83	—	83	37	—	33 0 0	10 2 9	Do.
1425	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	—	99	99	37	—	29 0 0	7 0 0	Do.
1426	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	83	64	147	48	—	30 0 0	4 10 0	Do.
1427	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	—	61	61	25	—	28 0 0	3 17 4	Do.
1428	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	—	58	58	31	—	16 0 0	0 17 0	Do.
1429	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	101	—	101	43	—	72 0 0	13 17 0	Do.
1430	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	—	—	—	37	—	34 0 0	7 10 0	Do.
1431	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	4	53	57	28	—	23 0 0	6 7 6	Do.
1432	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	—	78	78	33	—	11 13 4	12 7 1	Do.
1433	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	184	—	184	65	—	20 8 4	7 10 8	Do.
1434	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	149	149	298	103	—	33 1 8	6 16 3	Do.
1435	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	46	45	91	32	—	39 0 0	5 12 0	Do.
1436	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	151	151	302	103	—	84 15 0	17 8 0	Do.
1437	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	170	170	340	103	—	00 10 0	5 5 0	Do.
1438	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	73	46	119	33	—	25 0 0	5 5 0	Do.
1439	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	111	75	186	103	—	7 0 0	3 12 0	Do.
1440	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	39	94	133	18	—	91 0 0	3 12 0	Do.
1441	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	250	250	500	102	—	93 9 0	23 13 3	Do.
1442	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	—	178	178	77	—	105 1 8	13 17 8	Do.
1443	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	51	69	120	39	—	23 19 4	3 11 8	Do.
1444	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	90	39	129	25	—	13 0 8	7 1 2	Do.
1445	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	78	78	156	37	—	22 13 4	8 12 9	Do.
1446	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	48	53	101	34	—	22 0 0	10 11 7	Do.
1447	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	—	103	103	40	—	20 0 0	8 10 7	Do.
1448	Do.	—	Do. i.	v.	R.C.	—	R.C.	—	283	283	566	115	—	61 8 10	27 9 3	Do.
1449	Do.	—	Do. f.	v.	R.C.	—	R.C.	—	—	—	—	60	—	50 0 0	17 5 10	Do.



## List of Schools in operation on the 31st December, 1870.—Province of Leinster: County of KILDARE—continued.

Number.	Parish.	District.	School.	Voted or Rep. Voted.	Religious Instruction of Masters or Corporation.		Teacher sent by Commissioner of Teachers.	Attendance for the Year.			Amount paid for Books, Stationery, and other Fees.	All granted by the Board during the year.			Amount of Local Emoluments received in Aid of Salary.	OBSERVATIONS.	
					Central.	Loy.		Priest paid.	Ansi- ants.	Total number of Pupils in Scho. within the Year.		In Free Scho. of Books, Stationery, and other Apparatus.	In Salaries, Fees, and other Expenses.				
										Males.			Females.	Total.			£ s. d.
82	9246	Nass.	Convent, f.							27	257						
83	8331	Do.	Do. Gaul.		R.C.	R.C.	R.C.			92	32				124 2 4	18 9 2	
84	784	Bathnagun.	Do. m.		R.C.	R.C.	R.C.			132	—				8 0 0	—	
85	789	Do.	Do. f.		R.C.	R.C.	R.C.			—	145				43 13 4	12 0 10	
86	9777	Do.	Do. parochial		R.C.	R.C.	R.C.			—	—				49 0 0	4 16 11	
87	10434	Do.	Do. parochial		R.C.	R.C.	R.C.			—	—				—	—	
88	1841	Bathmore.	Do. f.		R.C.	R.C.	R.C.			44	32				—	—	
89	2293	Do.	Do. f.		R.C.	R.C.	R.C.			11	44				—	—	
90	786	Staplestown.	Do. m.		R.C.	R.C.	R.C.			102	2				—	—	
91	787	Do.	Do. f.		R.C.	R.C.	R.C.			102	37				—	—	
92	7823	Do.	Do. m.		R.C.	R.C.	R.C.			82	139				—	—	
93	7824	Do.	Do. f.		R.C.	R.C.	R.C.			82	82				—	—	
94	6308	St. Michael's.	Do. f.		R.C.	R.C.	R.C.			100	—				—	—	
95	6310	Do.	Do. f.		R.C.	R.C.	R.C.			84	94				—	—	
96	6315	Do.	Do. f.		R.C.	R.C.	R.C.			84	86				—	—	
97	4007	Do.	Do. f.		R.C.	R.C.	R.C.			149	452				—	—	
98	9752	Do.	Do. f.		R.C.	R.C.	R.C.			79	661				—	—	
99	9753	Do.	Do. f.		R.C.	R.C.	R.C.			123	40				100 12 11	16 11 11	
100	4316	Tipperkerin.	Do. f.		R.C.	R.C.	R.C.			84	07				44 0 0	1 7 0	
101	8123	Tipper.	Do. f.		R.C.	R.C.	R.C.			72	33				14 3 4	1 18 4	
102	9313	Tipper.	Do. f.		R.C.	R.C.	R.C.			43	52				5 0 0	—	
103	7834	Tipper.	Do. f.		R.C.	R.C.	R.C.			72	68				50 6 8	20 14 0	
104	7833	Tipper.	Do. f.		R.C.	R.C.	R.C.			106	100				24 0 0	4 16 11	
Total for County Kildare, 104.										5,332	13,008	0,017	0,591	341 17 0	10 17 8	4,430 1 6	840 16 1



COUNTY OF KILKENNY—170 Schools.

1	788	Aherny, ..	47	Lisdowney, ..	m.	R.C.	R.C.	80	78	86	36	1 10 8	—	—	—	24	0 0	5 18 0	Garden free.
2	789	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	30	30	78	30	1 14 0	—	—	—	20	0 0	3 2 1	Do.
3	790	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	53	23	01	82	0 10 0	—	—	—	25	0 0	3 8 4	Do.
4	1719	Do. Do.	—	Do. Do.	m.	R.C.	R.C.	302	113	203	113	4 18 0	—	—	—	78	8 4	0 11 8	Do.
5	2749	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	100	100	100	115	5 15 2	—	—	—	93	10 0	0 13 2	Do.
6	3838	Do. Do.	—	Do. Do.	m.	R.C.	R.C.	133	122	122	48	4 1 2	—	—	—	47	3 4	7 10 8	Do.
7	5412	Attanagh, ..	—	Do. Do.	z.	R.C.	R.C.	146	140	140	66	5 17 1	—	—	—	73	0 0	7 5 6	Do.
8	5413	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	76	160	138	43	3 7 11	—	—	—	40	4 5	17 10 0	Do.
9	5418	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	61	59	120	35	2 19 7	—	—	—	13	0 0	0 16 6	Do.
10	4881	Agardiller, ..	—	Do. Do.	z.	R.C.	R.C.	28	30	68	38	2 9 2	—	—	—	24	0 0	4 3 0	Do.
11	5606	Ballin, ..	—	Do. Do.	m.	R.C.	R.C.	80	86	86	28	1 10 5	—	—	—	14	13 4	1 16 6	Do.
12	7050	Ballycahan, ..	—	Do. Do.	z.	R.C.	R.C.	50	60	99	27	1 0 9	—	—	—	20	0 0	2 12 9	Do.
13	7081	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	50	60	100	39	2 7 10	—	—	—	52	0 0	19 5 5	Do.
14	7312	Burnchurch, ..	—	Do. Do.	z.	R.C.	R.C.	77	77	77	32	1 6 3	—	—	—	20	0 0	4 4 3	Do.
15	7914	Ballyhall, ..	—	Do. Do.	z.	R.C.	R.C.	62	64	126	34	1 5 11	—	—	—	24	0 0	5 0 10	Do.
16	8979	Ballybale, ..	—	Do. Do.	z.	R.C.	R.C.	64	64	64	37	1 13 2	—	—	—	5	0 0	2 10 8	Do.
17	10449	Ballyragget, ..	—	Do. Do.	z.	R.C.	R.C.	71	71	71	40	6 5 2	—	—	—	6	13 4	3 16 8	Do.
18	10449	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	374	374	374	111	3 8 10	—	—	—	90	0 0	22 15 3	Do.
19	1118	Castlesomer, ..	—	Do. Do.	m.	R.C.	R.C.	140	—	140	68	2 0 4	—	—	—	23	8 4	4 2 0	Do.
20	1700	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	83	154	154	70	2 6 3	—	—	—	55	15 0	3 11 4	Do.
21	7727	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	169	169	169	63	1 10 0	—	—	—	32	15 0	1 17 0	Do.
22	3141	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	70	101	101	68	2 1 6	—	—	—	61	10 8	1 13 1	Do.
23	2783	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	83	83	83	31	1 13 6	—	—	—	16	0 0	5 2 10	Do.
24	2789	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	91	91	91	27	1 13 8	—	—	—	10	7 6	2 2 0	Do.
25	3847	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	79	79	79	30	1 14 11	—	—	—	17	0 0	3 7 0	Do.
26	5557	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	50	59	59	27	4 4 6	—	—	—	24	0 0	2 10 0	Do.
27	6168	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	74	07	141	49	1 11 11	—	—	—	38	0 0	0 8 0	Do.
28	6168	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	30	38	08	29	2 0 8	—	—	—	66	10 0	12 12 2	Do.
29	6449	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	77	257	257	85	0 1 7	—	—	—	109	0 8	11 13 3	Do.
30	6547	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	71	92	153	54	1 9 5	—	—	—	40	6 8	9 18 3	Do.
31	1299	Callan, ..	—	Do. Do.	z.	R.C.	R.C.	84	65	147	97	1 13 4	—	—	—	37	0 0	15 12 9	Do.
32	1600	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	45	49	154	53	1 8 9	—	—	—	18	0 0	6 10 0	Do.
33	3133	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	50	40	90	31	0 12 4	—	—	—	70	3 4	5 0 0	Do.
34	3578	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	63	63	139	62	9 13 3	—	—	—	24	0 0	0 17 0	Do.
35	5019	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	50	50	50	22	0 12 9	—	—	—	16	0 0	1 5 0	Do.
36	2157	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	61	61	61	23	2 11 0	—	—	—	98	0 0	1 10 0	Do.
37	2240	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	50	50	50	22	3 19 11	—	—	—	45	11 8	5 19 0	Do.
38	4198	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	74	06	140	02	3 19 10	—	—	—	—	—	—	Do.
39	5033	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	—	—	—	—	—	—	—	—	—	—	—	Do.
40	5033	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	—	—	—	—	—	—	—	—	—	—	—	Do.
41	7347	Do. Do.	—	Do. Do.	z.	R.C.	R.C.	—	—	—	—	—	—	—	—	—	—	—	Do.

List of Schools in operation on the 31st December, 1870.—Provinces of LELAND: County of KILKENNY—continued.

Roll Number of School.	Parish.	District.	School.	Voted at School.	Religious Instruction of Managers or Committee.		Number and Sex of Pupils in Attendance.		Attendance for the Year.			Amount paid for Books, Stationery, and Fuel.	Aid granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	Observations.	
					Clerical.	Lay.	Priest.	Acolytes.	Total.	Males.	Females.		Total.	In Free School, or in other Institution.	In Schools, or in other Institutions.			In Schools, or in other Institutions.
42	0251	Clonmawry,	40 Woodstock, 1st class Agrl.,	v.c.	E.C.	-	-	53	-	53	37	-	-	-	20 2 10	Residence free.		
43	7758	Do.	Woodstock, f.	v.c.	E.C.	-	-	-	63	63	31	-	-	-	22 13 4	School closed during last quarter.		
44	7922	Dunskitt,	Do., f.	v.c.	E.C.	-	-	96	-	96	33	-	-	-	4 19 5	Garden free.		
45	1826	Do.	Dunskitt, m.	v.c.	E.C.	-	-	-	95	95	36	-	-	-	20 10 11	Garden free.		
46	2801	Do.	Bligood, m.	v.c.	E.C.	-	E.C.	87	43	130	51	-	-	-	47 15 0	Residence free.		
47	8067	Do.	Ballyhasheen, m.	v.c.	E.C.	-	E.C.	61	-	61	27	-	-	-	24 0 0	Residence free.		
48	8099	Do.	Do., f.	v.c.	E.C.	-	E.C.	97	97	97	29	-	-	-	14 18 10	Residence free.		
49	1302	Donesfort,	Do., f.	v.c.	E.C.	-	E.C.	31	31	64	19	-	-	-	23 10 0	School closed during last quarter.		
50	10302	Do.,	Ladywell, m.	v.c.	E.C.	-	E.C.	55	33	87	27	-	-	4 10 0	2 6 10	Garden free.		
51	3797	Dysartmoan,	49 Tullagher, m.	v.c.	E.C.	-	E.C.	70	43	118	33	-	-	-	18 0 0	Residence free.		
52	4477	Do.	Do., m.	v.c.	E.C.	-	E.C.	96	-	96	28	-	-	-	24 0 0	Garden free.		
53	4478	Do.	Do., m.	v.c.	E.C.	-	E.C.	-	79	79	22	-	-	-	20 0 0	Garden free.		
54	5713	Dysart,	41 Cooma, m.	v.c.	E.C.	-	E.C.	111	-	111	42	-	-	-	25 13 4	Garden free.		
55	9632	Do.	Do., f.	v.c.	E.C.	-	E.C.	-	65	65	37	-	-	-	25 10 0	Garden free.		
56	6890	Dunamaiguan,	45 Dunamaiguan, m.	v.c.	E.C.	-	E.C.	100	77	176	72	-	-	-	64 10 8	Residence free.		
57	7275	Dunamaiguan,	Do., f.	v.c.	E.C.	-	E.C.	123	-	123	44	-	-	-	60 0 0	Residence free.		
58	7674	Dunamaiguan,	Do., f.	v.c.	E.C.	-	E.C.	-	102	102	58	-	-	-	25 8 0	Residence free.		
59	8212	Dunamaiguan,	Do., f.	v.c.	E.C.	-	E.C.	42	40	82	37	-	-	-	16 0 0	Residence free.		
60	8212	Dunamaiguan,	Do., f.	v.c.	E.C.	-	E.C.	57	-	57	21	-	-	-	16 0 0	Residence free.		
61	8213	Dunamaiguan,	Do., f.	v.c.	E.C.	-	E.C.	-	83	83	26	-	-	-	16 0 0	Residence free.		
62	8284	Dunamaiguan,	Do., f.	v.c.	E.C.	-	E.C.	90	-	90	30	-	-	-	16 0 0	Residence free.		
63	3654	Dunamaiguan,	Do., f.	v.c.	E.C.	-	E.C.	-	115	115	43	-	-	-	18 0 0	Residence free.		
64	6458	Dunamaiguan,	Do., f.	v.c.	E.C.	-	E.C.	20	40	60	29	-	-	-	18 0 0	Residence free.		
65	1402	Dunamaiguan,	Do., f.	v.c.	E.C.	-	E.C.	-	-	-	-	-	-	-	-	Residence free.		
66	6180	Do.	Do., f.	v.c.	E.C.	-	E.C.	-	-	-	-	-	-	-	-	Residence free.		
67	6181	Do.	Do., f.	v.c.	E.C.	-	E.C.	-	-	-	-	-	-	-	-	Residence free.		
68	6890	Do.	Do., f.	v.c.	E.C.	-	E.C.	-	-	-	-	-	-	-	-	Residence free.		
69	6890	Do.	Do., f.	v.c.	E.C.	-	E.C.	-	-	-	-	-	-	-	-	Residence free.		
70	6890	Do.	Do., f.	v.c.	E.C.	-	E.C.	-	-	-	-	-	-	-	-	Residence free.		



## List of Schools in operation on the 31st December, 1870.—Province of LENSEN: County of KILKENNY—continued.

Number.	Parish.	District.	School.	Visited by Non-Resident.	Teaching of Religious Manual or Catechism.		Number and Denomination of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, and Apparatus.		Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.		
					Classed.	Lat.	Private.	Public.	Total number of Pupils in Schools within the Year.	Males.	Females.	Total.	£	s.	d.	£	s.	d.	
116	Medell.	47	Linnafinchin.		R.C.	—	—	—	46	28	74	42	1	0	0	—	—	—	School closed during last quarter. Residence free.
117	Owning.	53	Owning.		R.C.	—	—	—	66	63	129	61	1	0	0	—	—	—	
118	Outrath.	47	Foulstown.		R.C.	—	—	—	88	118	156	61	1	0	0	—	—	—	Residence free.
119	Persstown.	39	Skerrystown.		R.C.	—	—	—	82	103	185	59	2	10	0	—	—	—	
120	Pollonee.	49	Monaco.		R.C.	—	—	—	100	100	100	81	2	14	0	—	—	—	Residence free.
121	Do.	Do.	Corrent f.		R.C.	—	—	—	—	311	311	123	9	19	10	—	—	—	
122	Pectanacally.	47	Carraigis.		R.C.	—	—	—	123	123	123	57	2	19	0	—	—	—	Residence free.
123	Do.	47	Do.		R.C.	—	—	—	104	104	104	49	3	8	7	—	—	—	
124	Do.	47	Do.		R.C.	—	—	—	47	103	53	53	2	17	8	—	—	—	Residence free.
125	Do.	49	Do.		R.C.	—	—	—	82	33	33	31	0	5	3	—	—	—	
126	Do.	49	Do.		R.C.	—	—	—	68	68	68	24	0	14	7	—	—	—	Residence free.
127	Do.	49	Do.		R.C.	—	—	—	103	103	103	34	1	1	3	—	—	—	
128	Do.	49	Do.		R.C.	—	—	—	79	79	79	23	0	10	3	—	—	—	Residence and garden free.
129	Do.	49	Do.		R.C.	—	—	—	181	181	181	67	9	11	4	—	—	—	
130	Do.	49	Do.		R.C.	—	—	—	86	86	86	34	1	0	9	—	—	—	Residence and garden free.
131	Do.	49	Do.		R.C.	—	—	—	75	75	75	27	6	15	11	—	—	—	
132	Do.	49	Do.		R.C.	—	—	—	190	190	190	77	0	14	4	—	—	—	Residence and garden free.
133	Do.	49	Do.		R.C.	—	—	—	85	85	85	46	11	0	7	—	—	—	
134	Do.	49	Do.		R.C.	—	—	—	67	67	67	27	—	—	—	—	—	—	Residence and garden free.
135	Do.	49	Do.		R.C.	—	—	—	42	42	42	24	—	—	—	—	—	—	
136	Do.	49	Do.		R.C.	—	—	—	230	230	230	111	3	10	0	—	—	—	Residence free.
137	Do.	49	Do.		R.C.	—	—	—	187	187	187	85	2	14	1	—	—	—	
138	Do.	49	Do.		R.C.	—	—	—	97	97	97	100	11	7	9	—	—	—	Residence free.
139	Do.	49	Do.		R.C.	—	—	—	111	111	111	40	3	4	0	—	—	—	
140	Do.	49	Do.		R.C.	—	—	—	81	81	81	31	3	0	0	—	—	—	Residence and garden free.
141	Do.	49	Do.		R.C.	—	—	—	990	990	990	287	4	3	8	—	—	—	
142	Do.	49	Do.		R.C.	—	—	—	118	118	118	44	3	2	8	—	—	—	Residence and garden free.
143	Do.	49	Do.		R.C.	—	—	—	129	129	129	51	1	18	10	—	—	—	
144	Do.	49	Do.		R.C.	—	—	—	61	61	61	35	2	14	1	—	—	—	Residence and garden free.
145	Do.	49	Do.		R.C.	—	—	—	41	41	41	25	—	—	—	—	—	—	



## List of Schools in operation on the 31st December, 1870.—Province of Limerick: KING'S COUNTY.—continued.

Number.	Parish.	District.	School.	Value of Rend-Village.	Religious Denominations of Minister or Superintendent.			Religious Denominations at Teachers.			Attendance for the Year.			Amount paid for books, Stationery, and at Teachers' Fees.	All granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	OBSERVATIONS.
					Catholic.	Anglican.	Other.	Catholic.	Anglican.	Other.	Total.	Boys.	Girls.	Total.	Free School of Books, Stationery, and Apprentices.	In Sums of Pounds, Shillings, and Pence.	Grants.		
126	Hart.	36	Parsonstown Wkb.		P.L.	Gda.		R.C.			60	110	72	5	2	10	0	8	d.
127	Do.		Crinella, m.		R.C.			R.C.			130	125	43	2	18	10	0	8	1
128	Do.		Do. f.		R.C.			R.C.			115	115	50	1	11	4	0	6	9
129	Do.		Forall, m.		R.C.			R.C.			45	92	31	2	2	0	0	11	0
130	Do.		Birr, m.		R.C.			R.C.			172	172	95	9	4	0	0	40	11
131	Do.		Clonabullock, m.	v.r.	R.C.			R.C.			00	60	33	9	11	3	0	8	0
132	Do.		Do. f.	v.r.	R.C.			R.C.			21	45	23	2	10	0	0	14	0
133	Do.		Beahane, m.		R.C.			R.C.			68	68	32	1	8	10	0	3	13
134	Do.		Do. f.		R.C.			R.C.			74	74	30	2	18	0	0	2	8
135	Do.		Do. f.		R.C.			R.C.			80	170	45	2	18	10	0	10	12
136	Do.		Do. f.		R.C.			R.C.			120	120	39	3	0	0	0	9	11
137	Do.		Do. f.		R.C.			R.C.			117	117	38	3	0	0	0	3	5
138	Do.		Do. f.		R.C.			R.C.			53	64	117	1	15	3	0	4	13
139	Do.		Do. f.		R.C.			R.C.			43	90	30	2	0	0	0	2	8
140	Do.		Do. f.		R.C.			R.C.			35	61	31	1	6	4	0	3	17
141	Do.		Do. f.		R.C.			R.C.			87	387	132	10	14	8	0	16	0
142	Do.		Do. f.		R.C.			R.C.			81	40	137	1	7	3	0	3	15
143	Do.		Do. f.		R.C.			R.C.			63	43	111	1	9	0	0	6	16
144	Do.		Do. f.		R.C.			R.C.			32	68	27	2	17	0	0	4	6
145	Do.		Do. f.		R.C.			R.C.			67	41	108	2	17	0	0	7	12
146	Do.		Do. f.		R.C.			R.C.			77	64	181	3	0	0	0	4	3
147	Do.		Do. f.		R.C.			R.C.			81	80	101	5	2	2	0	11	0
148	Do.		Do. f.		R.C.			R.C.			72	73	59	3	6	7	0	7	1
149	Do.		Do. f.		R.C.			R.C.			71	71	50	1	18	0	0	4	16
150	Do.		Do. f.		R.C.			R.C.			68	78	141	1	13	0	0	0	18
151	Do.		Do. f.		R.C.			R.C.			90	74	164	4	0	0	0	9	1
152	Do.		Do. f.		R.C.			R.C.			65	131	35	1	0	0	0	9	2
153	Do.		Do. f.		R.C.			R.C.			49	108	28	1	1	0	0	0	2
154	Do.		Do. f.		R.C.			R.C.			45	44	38	0	12	0	0	4	0
155	Do.		Do. f.		R.C.			R.C.			65	68	37	2	8	1	0	16	6
156	Do.		Do. f.		R.C.			R.C.			67	67	33	3	0	0	0	6	10

[illegible]















List of Schools in operation on the 31st December, 1870.—Province of LANSKANA: County of MATH—continued.

Number.	Parish.	District.	School.	Religious or Moral Instruction		Number and Description of Teachers.	Attendance for the Year.			Amount paid for Books, Apprentices, and Fees.		Aid granted by the Board during the year.		Amount of Local Bansamonds received in Aid of Salary.	OBSERVATIONS.
				Classical.	Engl.	Religious.	Males.	Females.	Total.	Average Daily	£ s. d.	£ s. d.	£ s. d.		
9	Ardsath.	25	Ardsath.	R.C.	-	-	-	82	82	82	2 19 11	-	-	8 16 0	Res. & garden free.
10	Ardsath.	26	Ardsath.	R.C.	-	-	101	84	185	26	1 0 0	-	-	0 1 1	Do.
11	Ardsath.	27	Ardsath.	R.C.	-	-	110	110	220	36	0 12 9	-	-	0 1 1	Do.
12	Ardsath.	28	Ardsath.	R.C.	-	-	129	129	258	41	3 3 9	-	-	0 1 1	Do.
13	Ardsath.	29	Ardsath.	R.C.	-	-	53	60	113	89	3 12 0	-	-	0 1 1	Do.
14	Ardsath.	30	Ardsath.	R.C.	-	-	107	107	214	31	-	-	-	0 1 1	Do.
15	Ardsath.	31	Ardsath.	R.C.	-	-	121	121	242	98	-	-	-	0 1 1	Do.
16	Ardsath.	32	Ardsath.	R.C.	-	-	70	70	140	80	2 1 8	-	-	0 1 1	Do.
17	Ardsath.	33	Ardsath.	R.C.	-	-	83	83	166	66	3 9 1	-	-	0 1 1	Do.
18	Ardsath.	34	Ardsath.	R.C.	-	-	111	111	222	52	2 13 0	-	-	0 1 1	Do.
19	Ardsath.	35	Ardsath.	R.C.	-	-	123	123	246	44	3 13 4	-	-	0 1 1	Do.
20	Ardsath.	36	Ardsath.	R.C.	-	-	80	80	160	41	1 9 0	-	-	0 1 1	Do.
21	Ardsath.	37	Ardsath.	R.C.	-	-	83	83	166	29	2 0 0	-	-	0 1 1	Do.
22	Ardsath.	38	Ardsath.	R.C.	-	-	92	92	184	33	1 17 7	-	-	0 1 1	Do.
23	Ardsath.	39	Ardsath.	R.C.	-	-	80	80	160	39	0 15 8	-	-	0 1 1	Do.
24	Ardsath.	40	Ardsath.	R.C.	-	-	57	57	114	49	0 10 10	-	-	0 1 1	Do.
25	Ardsath.	41	Ardsath.	R.C.	-	-	97	97	194	54	4 10 3	-	-	0 1 1	Do.
26	Ardsath.	42	Ardsath.	R.C.	-	-	79	79	158	37	1 10 10	-	-	0 1 1	Do.
27	Ardsath.	43	Ardsath.	R.C.	-	-	81	81	162	33	0 10 0	-	-	0 1 1	Do.
28	Ardsath.	44	Ardsath.	R.C.	-	-	33	33	66	46	3 15 9	-	-	0 1 1	Do.
29	Ardsath.	45	Ardsath.	R.C.	-	-	60	60	120	40	3 5 3	-	-	0 1 1	Do.
30	Ardsath.	46	Ardsath.	R.C.	-	-	101	101	202	40	3 5 3	-	-	0 1 1	Do.
31	Ardsath.	47	Ardsath.	R.C.	-	-	60	60	120	29	0 13 0	-	-	0 1 1	Do.
32	Ardsath.	48	Ardsath.	R.C.	-	-	130	130	260	40	1 10 9	-	-	0 1 1	Do.
33	Ardsath.	49	Ardsath.	R.C.	-	-	137	137	274	53	4 17 2	-	-	0 1 1	Do.
34	Ardsath.	50	Ardsath.	R.C.	-	-	61	61	122	28	3 15	-	-	0 1 1	Do.



List of Schools in operation on the 31st December, 1870.—Province of LIMERICK: County of MEATH—continued.

Number.	Parish.	District.	School.	Voted or Non-Voted.	Religious Denomination of Minister or Communicants.			Teacher and Disposition of Teachers.			Attendance for the Year.			Amount paid for Dependants, at Estimated Prices.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	OBSERVATIONS.
					Church of Ireland.	Episcopal.	Presbyterian.	Anglican.	Anglican.	Anglican.	Total number of Pupils as Registered within the Year.	Males.	Females.	Total.	In Free Discharge of Religious, and other Applications.	In Salaries, Pensions, and other Grants.		
84	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Average for March quarter; school closed latter part of year.
85	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Residence free.
86	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
87	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
88	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
89	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
90	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
91	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
92	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
93	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
94	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
95	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
96	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
97	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
98	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
99	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
100	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
101	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
102	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
103	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
104	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
105	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
106	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
107	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
108	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
109	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
110	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
111	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
112	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
113	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
114	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.
115	Killesh, Do.	28	Killesh, Do.	R.C.	—	—	—	—	—	—	—	—	—	—	—	—	—	Do.





List of Schools in operation on the 31st December, 1870.—Province of LEINSTER: County of MEATH—continued.

Ranking.	Parish.	School.	Verbal or Written.	Religious Instruction of Masters or Correspondents.		Teacher and Ed. class of teachers.		Attendance for the Year.			Amount paid for Books, Apparatus, and other Expenses.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
				Checked.	Un-Checked.	Principals.	Assistants.	Males.	Females.	Total.		In First Block Schools, and Apprentices.	In Scholarships, and other Grants.		
62	Stackallen.	Stackallen.	v.c.	R.C.	-	R.C.	-	71	71	98	£ s. d.	£ s. d.	£ s. d.	Free residence.	
63	Stackallen.	Stackallen.	v.c.	R.C.	-	R.C.	-	67	67	30	0 10 0	24 0 0	2 17 2	Do.	
64	Do.	Do.	v.c.	R.C.	-	R.C.	-	69	69	27	1 14 3	18 0 0	10 3 6	Do.	
65	Slane.	Slane.	v.c.	R.C.	-	R.C.	-	141	141	60	1 11 0	18 0 0	10 3 0	Do.	
66	Slane.	Slane.	v.c.	R.C.	-	R.C.	-	190	190	44	3 8 2	60 0 0	7 12 0	Do.	
67	Trin.	Trin.	v.c.	R.C.	-	R.C.	-	60	60	32	2 2 4	48 10 8	8 0 8	Temporarily Inoperative.	
68	Trin.	Trin.	v.c.	R.C.	-	R.C.	-	114	114	103	0 13 6	34 10 0	2 15 7	Do.	
69	Trin.	Trin.	v.c.	R.C.	-	R.C.	-	203	203	13	13 19 4	348 11 0	88 11 4	Do.	
70	Do.	Do.	v.c.	R.C.	-	R.C.	-	31	31	21	—	7 10 0	—	Do.	
71	Do.	Do.	v.c.	R.C.	-	R.C.	-	63	63	103	1 17 3	38 10 0	4 0 0	Do.	
72	Do.	Do.	v.c.	R.C.	-	R.C.	-	58	58	33	—	30 0 0	0 0 0	Do.	
73	Do.	Do.	v.c.	R.C.	-	R.C.	-	78	78	33	—	—	—	Do.	
74	Do.	Do.	v.c.	R.C.	-	R.C.	-	7,960	7,960	0,523	388 16 4	2,950 19 6	1,101 0 2	Do.	
Total for County Meath, 174.															

QUEEN'S COUNTY—96 Schools.															
1	Arden.	Arden.	R.C.	-	R.C.	-	97	48	146	48	£ s. d.	£ s. d.	£ s. d.	Free garden.	
2	Do.	Do.	R.C.	-	R.C.	-	63	79	181	67	3 0 10	7 10 0	—	Do.	
3	Do.	Do.	R.C.	-	R.C.	-	85	108	238	29	1 19 7	17 6 0	—	Do.	
4	Do.	Do.	R.C.	-	R.C.	-	58	97	95	35	1 11 6	19 16 8	5 0 8	Free residence.	
5	Do.	Do.	R.C.	-	R.C.	-	50	59	93	33	1 10 4	24 0 0	8 12 6	Do.	
6	Do.	Do.	R.C.	-	R.C.	-	47	50	97	41	7 3 1	24 0 0	13 14 0	Do.	
7	Do.	Do.	R.C.	-	R.C.	-	144	144	144	40	1 12 0	33 15 6	7 8 4	Do.	
8	Do.	Do.	R.C.	-	R.C.	-	141	141	141	137	2 6 1	75 12 0	6 1 8	Do.	
9	Do.	Do.	R.C.	-	R.C.	-	97	97	97	63	3 5 0	41 0 0	12 5 6	Do.	
10	Do.	Do.	R.C.	-	R.C.	-	64	64	64	30	2 17 0	34 10 0	5 10 11	Do.	
11	Do.	Do.	R.C.	-	R.C.	-	59	59	59	37	2 1 0	25 0 0	3 4 11	Do.	
12	Do.	Do.	R.C.	-	R.C.	-	59	59	59	37	2 1 0	25 0 0	3 4 11	Do.	

## QUEEN'S COUNTY—46 Schools.

Ranking.	Parish.	District.	School.	Religious Instruction of Masters or Correspondents.	Teacher and Ed. class of teachers.	Attendance for the Year.	Amount paid for Books, Apprentices, and other Fees.	Aid granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	Observations.					
								Checked.	Un- checked.	Total.							
1	895	Arles,	Arles, .	R.C.	R.C.	-	-	-	37	48	85	48	0	0	0	9 17 7	Free garden.
2	4315	Do.	Do. .	R.C.	R.C.	-	-	-	02	59	61	07	0	0	0	0 0 0	Do.
3	5290	Aglish,	Aglish, .	R.C.	R.C.	-	-	-	85	108	193	28	0	0	0	13 14 0	Free residence.
4	7442	Do.	Do. .	R.C.	R.C.	-	-	-	108	108	216	28	0	0	0	6 0 8	
5	7709	Do.	Do. .	R.C.	R.C.	-	-	-	56	59	115	25	0	0	0	8 12 6	
6	6692	Do.	Do. .	R.C.	R.C.	-	-	-	50	50	100	33	0	0	0	7 8 4	
7	8042	Do.	Do. .	R.C.	R.C.	-	-	-	47	60	107	41	0	0	0	6 7 0	
8	3361	Abbey,	Abbey, .	R.C.	R.C.	-	-	-	144	144	288	43	0	0	0	12 2 6	
9	3302	Do.	Do. .	R.C.	R.C.	-	-	-	243	243	486	45	0	0	0	34 10 11	
10	3304	Aglish,	Aglish, .	R.C.	R.C.	-	-	-	07	60	67	63	0	0	0	5 10 11	
11	7952	Do.	Do. .	R.C.	R.C.	-	-	-	64	64	128	27	0	0	0	3 4 11	
12	804	Do.	Do. .	R.C.	R.C.	-	-	-	00	00	00	00	0	0	0	0 0 0	
13	1800	Do.	Do. .	R.C.	R.C.	-	-	-	00	00	00	00	0	0	0	0 0 0	



List of Schools in operation on the 31st December, 1870.—Province of Leinster: QUEEN'S COUNTY—continued.

Number.	Parish.	School.	Voted or Not Voted.	Religious Denominations of Ministers or Correspondents.		Members and Description of Pupils.		Attendance for the Year.			Amount paid for Books, Stationery, and Fuel, &c.	Aid granted by the Board during the year.			Amount of Local Emoluments received in Aid of Salary.	Observations.
				Clerical.	Lay.	Private.	Artists.	Total number of Pupils as Ratio within the Year.	Average for the Year.	In Free Schools, Hospitals, and Asylums.		In Public, Training, and other General.				
								Males.	Females.	Total.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
59	3684	Kilbannon, .	v.v.	R.C.	R.C.	R.C.	R.C.	—	127	127	1 12 0	—	38 0 0	5 9 5	Residence free.	
60	4776	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	95	—	95	1 6 3	—	43 5 0	6 3 8	Do.	
61	4779	Do.		R.C.	R.C.	R.C.	R.C.	—	108	108	2 15 8	—	31 10 0	6 3 1	Free residence.	
62	8187	Do.		R.C.	R.C.	R.C.	R.C.	43	37	80	2 8 1	—	33 3 4	1 10 0	Do.	
63	3700	Kyle, .		R.C.	R.C.	R.C.	R.C.	89	81	180	2 7 3	—	31 0 0	10 5 6	Free residence.	
64	913	Leck, .	m.	R.C.	R.C.	R.C.	R.C.	103	—	103	0 10 3	—	24 0 0	4 7 10	Residence and garden free.	
65	914	Do.	f.	R.C.	R.C.	R.C.	R.C.	—	70	70	0 10 3	—	34 16 8	2 13 6	Do.	
66	8553	Do.		R.C.	R.C.	R.C.	R.C.	76	65	141	4 10 8	—	38 3 4	7 11 1	Free residence.	
67	7916	Moyanna, .		R.C.	R.C.	R.C.	R.C.	131	123	254	1 7 2	—	46 3 4	18 17 6	Residence and garden free.	
68	8993	Maryboro' Gaol, m.		Gov.	Gov.	R.C.	R.C.	153	—	153	—	—	—	—	Do.	
69	8994	Do.	f.	Gov.	Gov.	R.C.	R.C.	—	19	19	—	—	—	—	Free residence.	
70	918	Oferlane, .	v.v.	R.C.	R.C.	R.C.	R.C.	97	—	97	3 0 2	—	50 0 0	20 11 2	Free residence.	
71	9731	Do.	f.	R.C.	R.C.	R.C.	R.C.	—	133	133	3 8 8	—	58 0 0	13 13 5	Free residence.	
72	8093	Do.		R.C.	R.C.	R.C.	R.C.	09	73	147	1 16 8	—	18 3 4	2 6 0	Free residence.	
73	8883	Do.		R.C.	R.C.	R.C.	R.C.	43	34	77	2 10 0	—	105 10 0	2 0 0	Free residence.	
74	922	Rosemalls, .		R.C.	R.C.	R.C.	R.C.	230	—	230	10 5 5	—	92 1 8	90 0 7	Free residence.	
75	7189	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	392	392	9 10 11	—	31 15 0	2 16 8	Free residence.	
76	8054	Do.	f.	R.C.	R.C.	R.C.	R.C.	60	41	101	1 7 8	—	47 0 0	7 4 11	Free residence.	
77	8442	Do.		R.C.	R.C.	R.C.	R.C.	70	100	170	1 11 7	—	32 0 0	36 0 0	Free residence.	
78	9731	Do.		R.C.	R.C.	R.C.	R.C.	87	33	120	6 11 11	—	55 6 8	7 12 3	Free residence.	
79	924	Do.		R.C.	R.C.	R.C.	R.C.	73	43	116	1 11 9	—	63 0 10	17 9 4	Free residence.	
80	924	Do.		R.C.	R.C.	R.C.	R.C.	79	63	142	5 6 3	—	37 1 8	10 3 0	Free residence.	
81	1126	Do.		R.C.	R.C.	R.C.	R.C.	184	—	184	3 9 4	—	48 5 0	8 0 5	Free residence.	
82	1127	Do.		R.C.	R.C.	R.C.	R.C.	—	194	194	4 10 9	—	58 5 0	0 4 10	Free residence.	
83	8006	Do.		R.C.	R.C.	R.C.	R.C.	11	10	21	4 7 4	—	34 10 0	0 13 9	Free residence.	
84	8457	Rathaspick, .	m.	P.L.	P.L.	R.C.	R.C.	—	103	103	4 14 3	—	16 0 0	5 10 0	Free residence.	
85	8458	Do.	m.	R.C.	R.C.	R.C.	R.C.	119	—	119	4 13 1	—	11 16 8	4 13 1	Free residence.	
86	4713	Do.	f.	R.C.	R.C.	R.C.	R.C.	156	—	156	0 12 3	—	33 0 0	1 10 0	Free residence.	
87	4717	Do.	v.c.	R.C.	R.C.	R.C.	R.C.	70	48	118	0 19 3	—	28 0 0	24 0 0	Free residence.	
88	7926	Do.		R.C.	R.C.	R.C.	R.C.	62	44	106	1 6 2	—	30 0 0	11 19 3	Free residence.	
89	8081	Do.		R.C.	R.C.	R.C.	R.C.	177	—	177	6 14 5	—	—	—	Free residence.	
90	8082	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Free residence.	



List of Schools in operation on the 31st December, 1870.—Province of LANCSTER: County of WESTMERSETH—continued.

Number.	Parish.	School.	Visible to Public.	Religious Instruction of Pupils.		Teacher and Disposition of Pupils.		Attendance for the Year.			Annual paid for Salaries, Appointments, and other Expenses.	All granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
				Classical.	English.	Classical.	English.	Males.	Females.	Total.		Free School, and other Salaries, and Appointments.	In Salaries, Premiums, and other Grants.		
31	6822	Finghallstown,	m.	R.C.	R.C.	R.C.	R.C.	41	73	114	2 13 8	—	—	6 4 7	Garden free.
32	5751	Foyran,	m.	R.C.	R.C.	R.C.	R.C.	52	46	98	1 12 0	4 0 0	—	6 4 7	Residence free.
33	8040	Do.	m.	R.C.	R.C.	R.C.	R.C.	127	—	127	1 5 8	—	—	1 1 6	Do.
34	6831	Do.	f.	R.C.	R.C.	R.C.	R.C.	—	—	—	1 6 5	—	—	1 1 6	Do.
35	8500	Glasgow,	m.	R.C.	R.C.	R.C.	R.C.	42	42	84	2 12 8	—	—	2 2 0	Do.
36	8252	Kilrush,	m.	R.C.	R.C.	R.C.	R.C.	23	31	54	0 12 8	—	—	2 2 0	Do.
37	8447	Kilrush,	m.	R.C.	R.C.	R.C.	R.C.	13	14	27	0 12 8	—	—	2 2 0	Do.
38	8500	Do.	m.	R.C.	R.C.	R.C.	R.C.	83	83	166	1 18 4	—	—	2 2 0	Do.
39	8600	Do.	f.	R.C.	R.C.	R.C.	R.C.	50	77	127	1 0 0	—	—	2 2 0	Do.
40	8440	Kilrush,	m.	R.C.	R.C.	R.C.	R.C.	70	61	131	5 15 0	—	—	2 18 3	Do.
41	1314	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	24 0 0	—	—	2 18 3	Do.
42	1327	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	35 0 0	—	—	2 18 3	Do.
43	3353	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
44	10199	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
45	4297	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
46	8400	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
47	8104	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
48	8415	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
49	8416	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
50	8575	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
51	9411	Kilrush,	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
52	1402	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
53	1316	Kilrush,	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
54	1971	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
55	1474	Kilrush,	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
56	1731	Kilrush,	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
57	7808	Do.	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
58	1764	Kilrush,	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
59	3783	Kilrush,	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
60	8640	Kilrush,	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
61	8643	Kilrush,	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.
62	4382	Kilrush,	m.	R.C.	R.C.	R.C.	R.C.	—	—	—	56 0 0	—	—	2 18 3	Do.

[illegible]

List of Schools in operation on the 31st December, 1870.—Province of Leinster: County of Westmeath—continued.

Number.	Parish.	School.	District.	Religious Denomination of Manager or Correspondent.	Religious Denomination of Teachers.		Attendance for this Year.			Amount paid for Books, Stationery, and other school Expenses.	All granted by the Board during this year.		Amount of Local Endowments received in Aid of Salary.	Observations.		
					Chaplain.	Exp.	Presb- yterian.	Angeli- cans.	Total number of Pupils on Books within the Year.		Males.	Females.			Total.	Free School, Dependent, and Apprentices.
107	5014	Rathgarra, f.	33	R.C.	R.C.	R.C.	R.C.	2R.C.	70	2 10 6	£ s. d.	£ s. d.	£ s. d.	Garden free.		
108	6701	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	170	0 19 5	—	00 8 4	8 18 0			
109	7948	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	50	1 11 11	—	20 0 0	2 0 0			
110	6805	Ballycormick, m.	—	R.C.	R.C.	R.C.	R.C.	R.C.	06	1 7 3	—	24 0 0	4 0 0			
111	7828	Do. m.	—	R.C.	R.C.	R.C.	R.C.	R.C.	09	1 7 3	—	16 0 0	2 19 0			
112	7827	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	72	0 18 1	—	18 0 0	1 11 1			
113	1429	St. Mary's, f.	28	R.C.	R.C.	R.C.	R.C.	R.C.	64	1 0 5	—	14 0 0	2 6 3			
114	1465	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	133	1 17 7	—	58 15 0	0 17 8			
115	4301	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	35	2 4 1	—	43 10 0	4 18 8			
116	5392	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	68	0 10 0	—	25 5 0	1 19 0			
117	1430	St. Mary's, f.	33	R.C.	R.C.	R.C.	R.C.	R.C.	50	0 11 9	—	14 0 0	0 10 0			
118	1403	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	178	1 7 0	—	07 8 4	10 4 0			
119	7996	Do. m.	—	R.C.	R.C.	R.C.	R.C.	R.C.	210	1 7 0	—	43 13 4	3 0 6	School incorp- orative.		
120	9435	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	92	2 0 8	—	80 16 8	3 15 3			
121	3274	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	63	8 7 3	—	8 0 0	—			
122	9183	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	103	1 8 11	—	31 10 8	2 6 8			
123	9408	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	23	3 12 9	—	37 0 0	4 8 7			
124	6415	St. Felicitas, f.	33	R.C.	R.C.	R.C.	R.C.	R.C.	41	1 10 0	—	30 0 0	1 0 3			
125	6416	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	94	1 6 5	—	20 10 8	4 12 0	Residence free.		
126	6417	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	87	1 6 5	—	23 15 0	3 10 0			
127	6191	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	68	1 0 10	—	24 0 0	—			
128	7122	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	90	1 17 3	—	18 0 0	2 17 0			
129	7130	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	110	0 40	—	30 0 8	1 8 0			
130	943	Templepatrick, f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	103	2 9 2	—	34 10 0	4 0 0			
131	944	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	99	3 1	—	18 0 0	3 1 6	Don. & garden free.		
132	1422	Templemore, m.	—	R.C.	R.C.	R.C.	R.C.	R.C.	96	1 18 9	—	10 0 0	2 13 0			
133	1807	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	35	2 15 1	—	3 17 5	3 15 7			
134	5822	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	34	1 13 7	—	25 15 0	2 4 6			
135	8253	Do. f.	—	R.C.	R.C.	R.C.	R.C.	R.C.	103	0 16 10	—	16 0 0	4 1 6			
Total for County Westmeath, 135,									7,245	7,816	10,081	6,342	200 4 5	46 0 0	3,950 0 4	000 17 3





## List of Schools in operation on the 31st December, 1870.—Province of LIMERICK: County of WEXFORD—continued.

Parish.	School.	Verbal or Written.	Religious Instruction of Pupils or Communicants.		Teacher and Remuneration of Teachers.		Attendance for the Year.		Amount paid for Books, Apparatus, Fuel, &c.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
			Clerical.	Lay.	Private.	Public.	Total number of Pupils in each class for 1866.	Males.		Females.	Total.		
44. Edersmine.	St. Olligat.		R.C.	-	-	-	-	-	£ s. d. 1 8 0	£ s. d. —	£ s. d. 31 3 4	£ s. d. —	Return for last quarter not available; average taken from last quarter's report.
45. Ferns.	Do.	m.	R.C.	-	-	-	127	127	1 15 0	—	31 0 0	7 0 2	Residence free.
46. 1781 Do.	Do.	f.	R.C.	-	-	-	-	134	1 10 8	—	23 6 8	6 13 5	Do.
47. 2086 Fethard.	Do.	m.	R.C.	-	-	-	86	86	0 11 0	—	24 0 0	2 0 4	Do.
48. 2099 Do.	Do.	f.	R.C.	-	-	-	94	94	1 0 5	—	25 10 0	0 7 0	Do.
49. 3754 Horestown.	Do.	f.	R.C.	-	-	-	30	34	0 15 8	—	17 0 0	2 0 0	Do.
50. 9007 Hook.	Do.	f.	R.C.	-	-	-	41	41	1 2 3	—	16 0 0	1 16 0	Do.
51. 9403 Ineb.	Do.	f.	R.C.	-	-	-	39	39	2 12 8	3 8 3	27 16 8	8 15 6	Do.
52. 019 Killyman.	Do.	m.	R.C.	-	-	-	61	61	1 11 8	1 0 0	18 0 0	9 1 0	Do.
53. 946 Do.	Do.	f.	R.C.	-	-	-	67	67	2 15 5	—	26 0 0	9 4 7	Do.
54. 983 Kilvannan.	Do.	f.	R.C.	-	-	-	45	45	0 10 0	—	24 0 0	3 17 0	Do.
55. 956 Do.	Do.	f.	R.C.	-	-	-	47	50	2 17 3	—	20 16 8	5 0 0	Do.
56. 957 Kilmuck.	Do.	m.	R.C.	-	-	-	121	121	3 0 11	—	45 6 8	5 1 11	Do.
57. 958 Do.	Do.	f.	R.C.	-	-	-	112	112	3 4 11	—	25 0 8	8 14 10	Do.
58. 959 Kilmick.	Do.	f.	R.C.	-	-	-	65	64	—	—	16 0 0	8 16 0	Do.
59. 960 Kilmore.	Do.	m.	R.C.	-	-	-	84	84	3 4 11	—	33 0 0	10 1 11	Do.
60. 961 Do.	Do.	m.	R.C.	-	-	-	64	64	—	—	33 0 0	2 4 11	Do.
61. 953 Kilmartin.	Do.	m.	R.C.	-	-	-	88	88	4 4 3	—	34 0 0	0 0 0	Do.
62. 4002 Do.	Do.	f.	R.C.	-	-	-	100	90	4 16 0	—	24 0 0	0 0 0	Do.
63. 8986 Kilhana.	Do.	f.	R.C.	-	-	-	103	103	3 4 11	—	30 10 0	3 10 0	Do.
64. 2885 Kilmuck.	Do.	f.	R.C.	-	-	-	70	63	1 13 3	—	30 10 0	7 15 4	Do.
65. 8178 Kilmuck.	Do.	f.	R.C.	-	-	-	84	82	1 4 0	—	31 3 4	3 3 7	Do.
66. 4384 Kilmuck.	Do.	f.	R.C.	-	-	-	48	40	1 7 0	—	30 0 0	4 9 0	Do.
67. 4556 Kilmuck.	Do.	f.	R.C.	-	-	-	34	34	2 10 0	—	27 0 0	7 15 1	Do.
68. 4877 Kilmuck.	Do.	f.	R.C.	-	-	-	73	64	2 19 4	—	32 0 0	4 2 0	Do.
69. 0086 Kilmuck.	Do.	f.	R.C.	-	-	-	41	41	1 5 0	—	34 0 0	4 2 0	Do.
70. 9770 Do.	Do.	f.	R.C.	-	-	-	114	114	2 10 2	—	24 0 0	4 2 0	Do.
71. 8885 Kilmuck.	Do.	f.	R.C.	-	-	-	118	118	0 10 8	—	20 0 0	1 13 0	Do.
72. 4302 Do.	Do.	f.	R.C.	-	-	-	42	42	0 10 8	—	38 0 0	5 1 6	Do.
73. 8708 Kilmuck.	Do.	f.	R.C.	-	-	-	42	42	0 10 8	—	38 0 0	5 1 6	Do.



## List of Schools in operation on the 31st December, 1870.—Province of LEINSTER: County of WEXFORD—continued.

Number.	Roll Number of School.	Parish.	Diocese.	School.	Visited or Non-Visited.	Religious Instruction of Manager or Corporation.		Teacher and Instruction of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, and at School Fees.		Aid granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	OBSERVATIONS.
						Checked.	Not-Checked.	Principal.	Assistant.	Total number of Pupils on Roll within the Year.	Males.	Females.			In Free School, or in Discharge of Public, or in Aid of Appropriation.	In Salaries, Emoluments, and other Grants.			
118	3480	St. James and Dunbrody.	49	Romegrange, m.		R.C.				89	89	0	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		Residence free.
119	3481	Do.		Do. f.		R.C.				64	64	0	1 5 8	18 0 0	0	0	4 9 8		
120	3482	Do.		Dunacannon, m.		R.C.				60	60	0	0 14 1	33 0 0	0	0	4 18 1		
121	3483	Do.		Do. f.		R.C.				55	55	0	1 0 1	18 0 0	0	0	4 10 1		
122	3484	St. James.		Shelbourn, m.		R.C.				128	128	0	3 8 8	47 10 0	0	0	11 11 8		
123	3485	Do.		Do. f.		R.C.				62	62	0	1 5 9	24 0 0	0	0	4 9 2		
124	3486	Do.		Rallyhack, m.		R.C.				30	30	0	0 15 10	23 5 4	0	0	4 4 2		
125	3487	Do.		Bodern, m.		R.C.				17	17	0	0 15 10	23 5 4	0	0	4 4 2		
126	3488	Do.		Do. f.		R.C.				46	46	0	1 8 0	23 0 0	0	0	2 3 1		
127	3489	St. Margaret's.	50	Curraheen, m.		R.C.				94	94	0	1 13 0	18 0 0	0	0	2 10 0		
128	3490	Do.		Do. f.		R.C.				94	94	0	1 13 0	18 0 0	0	0	2 10 0		
129	3491	Do.		Do. m.		R.C.				57	57	0	0 14 0	18 0 0	0	0	6 2 0		
130	3492	Do.		Do. f.		R.C.				56	56	0	2 1 7	21 0 0	0	0	4 6 8		
131	3493	Do.		Do. m.		R.C.				869	869	0	20 7 1	130 7 3	0	0	29 8 0	School inoperative during year.	
132	3494	Do.		Do. f.		R.C.				318	318	0	16 10 10	111 0 0	0	0	4 11 0		
133	3495	Do.		Do. m.		R.C.				79	79	0	1 6 10	18 0 0	0	0	4 11 0		
134	3496	Do.		Do. f.		R.C.				23	23	0	0 11 2	16 0 0	0	0	1 15 0		
135	3497	Do.		Do. m.		R.C.				95	95	0	1 16 2	35 16 8	0	0	4 5 0		
136	3498	Do.		Do. f.		R.C.				21	21	0	0 10 3	14 0 8	0	0	2 13 2		
137	3499	Do.		Do. m.		R.C.				41	41	0	0 13 0	24 0 0	0	0	5 0 0		
138	3500	Do.		Do. f.		R.C.				43	43	0	2 0 0	20 0 0	0	0	7 16 8		
139	3501	Do.		Do. m.		R.C.				92	92	0	1 18 0	3 15 0	0	0	4 6 1		
140	3502	Do.		Do. f.		R.C.				88	88	0	2 0 0	21 0 0	0	0	7 4 5		
141	3503	Do.		Do. m.		R.C.				80	80	0	0 10 11	18 0 0	0	0	1 10 8	{	
142	3504	Do.		Do. f.		R.C.				78	78	0	1 5 0	16 10 0	0	0	1 2 1		
143	3505	Do.		Do. m.		R.C.				88	88	0	1 15 4	29 0 0	0	0	9 6 0		
144	3506	Do.		Do. f.		R.C.				48	48	0	3 0 3	29 0 0	0	0	11 10 0		
145	3507	Do.		Do. m.		R.C.				87	87	0	3 6 0	24 0 0	0	0	3 3 5		
146	3508	Do.		Do. f.		R.C.				81	81	0	3 6 0	26 0 0	0	0	3 3 5		
147	3509	Do.		Do. m.		R.C.				70	70	0	3 6 0	23 0 0	0	0	3 3 5		
148	3510	Do.		Do. f.		R.C.				64	64	0	3 6 0	23 0 0	0	0	3 3 5		
149	3511	Do.		Do. m.		R.C.				64	64	0	3 6 0	23 0 0	0	0	3 3 5		
150	3512	Do.		Do. f.		R.C.				64	64	0	3 6 0	23 0 0	0	0	3 3 5		



## List of Schools in operation on the 31st December, 1870.—Provinces of LEINSTER: County of WICKLOW.

Number.	Parish.	District.	School.	Voluntary or Church of Ireland.	Religious Instruction at Morning or Evening Communion.		Number and Sex of Pupils at Communion.	Attendance for the Year.			Amount paid for Books, Stationery, and Fuel, or at Reduced Fines.	Aid granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	Qualifications.
					Chaplain.	Exp.		Total number of Pupils in the Year.	Boys.	Girls.		First.	Second.	Third.		
35	Derryglash, Do.	40	Bonnaville, Do.	R.C.	R.C.	R.C.	60	73	133	44	3 3 3	55	4	0	7 11 5	Residence free.
36	Derryglash, Do.	41	Lough Dan, Do.	R.C.	R.C.	R.C.	86	94	180	07	8 0 4	54	3	4	4 16 10	Do.
37	Derryglash, Do.	42	Trillick, Do.	R.C.	R.C.	R.C.	66	47	113	55	0 13 0	24	0	0	4 7 0	
38	Derryglash, Do.	43	Davidstown, Do.	R.C.	R.C.	R.C.	77	64	141	03	3 16 3	44	0	0	7 1 8	
39	Derryglash, Do.	44	Donard, Do.	R.C.	R.C.	R.C.	85	66	151	66	1 18 0	32	0	0	8 12 0	
40	Derryglash, Do.	45	Donard, Do.	R.C.	R.C.	R.C.	81	14	95	31	1 13 5	32	0	0	10 0 0	
41	Derryglash, Do.	46	Barrinacree, Do.	R.C.	R.C.	R.C.	50	50	100	99	1 10 3	38	0	0	4 1 0	
42	Derryglash, Do.	47	Do.	R.C.	R.C.	R.C.	50	50	100	39	2 7 2	30	10	8	4 1 0	
43	Derryglash, Do.	48	Ballynascree, Do.	R.C.	R.C.	R.C.	37	30	67	19	0 13 3	14	10	0	2 10 0	
44	Derryglash, Do.	49	Neerburn, Do.	R.C.	R.C.	R.C.	82	84	166	47	3 5 0	44	15	6	6 13 3	
45	Derryglash, Do.	50	Dunlavin, Do.	R.C.	R.C.	R.C.	139	130	269	45	2 0 2	32	0	0	6 10 0	
46	Derryglash, Do.	51	Do.	R.C.	R.C.	R.C.	131	131	262	90	2 14 0	45	0	0	5 18 0	
47	Derryglash, Do.	52	Wicklow, Do.	R.C.	R.C.	R.C.	323	323	646	03	4 0 1	66	5	6	8 10 1	
48	Derryglash, Do.	53	Do.	R.C.	R.C.	R.C.	94	43	137	37	0 17 8	16	0	0	2 13 4	
49	Derryglash, Do.	54	Do.	R.C.	R.C.	R.C.	84	391	475	206	10 5 5	15	10	0	62 4 11	
50	Derryglash, Do.	55	Do.	R.C.	R.C.	R.C.	13	13	26	10	1 13 1	28	10	0	34 8 1	
51	Derryglash, Do.	56	Ballymore, Do.	R.C.	R.C.	R.C.	60	66	126	44	2 16 6	26	0	0	5 12 2	
52	Derryglash, Do.	57	Glenside, Do.	R.C.	R.C.	R.C.	102	102	204	30	3 7 1	29	5	0	6 8 0	
53	Derryglash, Do.	58	Hollywood, Do.	R.C.	R.C.	R.C.	107	107	214	39	2 14 9	18	0	0	5 0 0	
54	Derryglash, Do.	59	Do.	R.C.	R.C.	R.C.	89	107	196	55	3 16 3	44	0	0	9 12 6	
55	Derryglash, Do.	60	Bathmidge, Do.	R.C.	R.C.	R.C.	133	133	266	46	1 16 3	23	0	0	3 6 2	
56	Derryglash, Do.	61	Do.	R.C.	R.C.	R.C.	38	43	81	25	4 1 8	23	0	0	1 13 3	
57	Derryglash, Do.	62	Ashington, Do.	R.C.	R.C.	R.C.	88	80	168	39	1 6 0	25	0	0	0 9 4	
58	Derryglash, Do.	63	Do.	R.C.	R.C.	R.C.	73	75	148	27	1 9 2	27	0	0	0 9 0	
59	Derryglash, Do.	64	Rathmidge, Do.	R.C.	R.C.	R.C.	39	93	132	28	1 0 0	27	0	0	0 10 0	
60	Derryglash, Do.	65	Do.	R.C.	R.C.	R.C.	69	69	138	21	—	25	0	0	1 16 0	
61	Derryglash, Do.	66	Rathmidge, Do.	R.C.	R.C.	R.C.	102	87	189	02	4 7 10	27	13	4	27 1 2	
62	Derryglash, Do.	67	Do.	R.C.	R.C.	R.C.	96	96	192	00	0 13 0	16	0	0	3 0 0	
63	Derryglash, Do.	68	Do.	R.C.	R.C.	R.C.	83	83	166	31	2 10 0	20	0	0	3 0 0	
64	Derryglash, Do.	69	Do.	R.C.	R.C.	R.C.	110	110	220	46	1 17 2	20	10	0	3 7 0	
65	Derryglash, Do.	70	Do.	R.C.	R.C.	R.C.	50	50	100	30	1 15 3	20	0	0	0 14 6	



## CONNAUGHT—1,089 Schools.

List of Schools in operation on the 31st December, 1870.—Province of CONNAUGHT.

## COUNTY OF GALWAY—287 Schools.

Number.	Parish.	School.	Vested or Non-Vested.	Religious Instruction of Managers or Corporations.		Number and Denomination of Teachers.		Attendance for the Year.			Amount paid for Halls, Hospitals, and other Trains.	Aid granted by the Board during the year.		Amount of Local Endowments Received in Aid of Salary.	OBSERVATIONS.
				Clerical.	Lay.	Priest- only.	Aid- only.	Total number of Pupils on Roll within the Year.		Average Daily Attendance.		In Presence of Books, Expenses, and Apparatus.	In Salaries, Pensions, and other Gratification.		
								Males.	Females.						
1	10251	Arran,	m.	R.C.	-	R.C.	-	58	-	58	31	£ s. d.	£ s. d.	£ s. d.	Residence free Residence and garden free.
2	10252	Do.	f.	R.C.	-	R.C.	-	60	60	80	29	15 0 0	13 0 0	4 0 0	
3	10426	Do.	m.	R.C.	-	R.C.	-	55	49	104	57	14 0 0	14 0 0	2 0 0	
4	089	Abbey,	m.	R.C.	-	R.C.	-	60	73	143	38	-	-	0 0 0	
5	2964	Do.	f.	R.C.	-	R.C.	-	90	90	90	23	1 14 9	20 0 0	2 0 0	
6	7881	Do.	m.	R.C.	-	R.C.	-	57	57	57	21	0 10 3	18 0 0	0 11 0	
7	3400	Do.	f.	R.C.	-	R.C.	-	73	73	73	23	0 11 0	10 0 0	0 13 10	
8	8766	Do.	m.	R.C.	-	R.C.	-	60	60	60	25	0 18 10	25 0 0	1 1 0	
9	2813	Do.	f.	R.C.	-	R.C.	-	121	121	121	39	1 13 4	30 10 0	1 13 11	
10	4694	Do.	m.	R.C.	-	R.C.	-	119	119	119	62	1 12 0	33 0 0	8 18 6	
11	3814	Do.	f.	R.C.	-	R.C.	-	42	37	90	28	1 9 10	30 6 0	4 8 0	
12	4500	Do.	m.	R.C.	-	R.C.	-	75	69	184	47	1 5 10	16 0 0	9 8 0	
13	6200	Do.	f.	R.C.	-	R.C.	-	94	70	173	52	1 9 9	27 6 8	4 0 0	
14	10258	Do.	m.	R.C.	-	R.C.	-	77	67	144	35	0 11 11	40 18 4	6 18 3	
15	9607	Do.	f.	R.C.	-	R.C.	-	139	139	139	37	0 10 3	15 0 0	4 1 0	
16	9808	Do.	m.	R.C.	-	R.C.	-	144	144	144	43	2 0 7	19 0 0	2 1 0	
17	0414	Do.	f.	R.C.	-	R.C.	-	63	57	149	39	3 0 7	25 18 4	0 13 2	
18	7600	Do.	m.	R.C.	-	R.C.	-	135	135	135	31	1 7 8	43 0 0	-	
19	7601	Do.	f.	R.C.	-	R.C.	-	85	85	85	16	1 7 0	16 0 0	3 0 0	
20	8253	Do.	m.	R.C.	-	R.C.	-	103	103	103	67	4 16 8	14 0 0	0 21	
21	8257	Do.	f.	R.C.	-	R.C.	-	187	187	187	48	1 8 3	51 0 8	8 18 4	
22	8208	Do.	m.	R.C.	-	R.C.	-	-	-	-	-	46 6 0	46 6 0	4 19 11	
23	10350	Do.	f.	R.C.	-	R.C.	-	241	241	241	62	1 12 0	34 0 0	4 4 4	
24	4316	Do.	m.	R.C.	-	R.C.	-	147	-	147	49	2 9 3	14 0 0	2 16 0	
25	8200	Do.	f.	R.C.	-	R.C.	-	134	-	134	54	1 16 2	40 0 0	3 14 0	
26	1321	Do.	m.	R.C.	-	R.C.	-	104	104	104	35	9 2 3	29 3 4	4 16 0	
27	1321	Do.	f.	R.C.	-	R.C.	-	177	177	177	60	1 0 3	41 15 0	0 4 1	
28	1254	Do.	m.	R.C.	-	R.C.	-	167	167	167	57	3 16 11	35 0 0	9 0 11	
29	1254	Do.	f.	R.C.	-	R.C.	-	106	-	106	33	1 0 0	10 0 0	3 0 0	





List of Schools in operation on the 31st December, 1870.—Province of CONNAUGHT: County of GALWAY—continued.

Number.	Roll Number of School.	Parish.	District.	School.	Vandal or Non-Vandal.	Religious as Denominations of Members or Communicants.		Attendance for the Year.		Amount paid for Books, Apparatus, and Fuel, &c. from Grants.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
						Church.	Other.	Total.	Female.		In Ten Books of Books, Apparatus, and Fuel, &c.	In Salaries, Premiums, and Gratifications.		
								Male.	Female.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
74	3360	Clonrush,		Latryle,	v.s.	R.C.	R.C.	107	107	914	78	—	—	School closed during last quarter.
75	3637	Clonkeen,		Garteen,		R.C.	R.C.	69	57	145	46	—	—	Do.
76	3842	Do.		Clonkeen, Kerrill		R.C.	R.C.	63	38	100	92	—	—	Do.
77	7020	Clare Galway,		146 etnis Ag.		R.C.	R.C.	143	—	143	47	—	—	Do.
78	6137	Do.		Do.		R.C.	R.C.	171	171	171	54	—	—	Do.
79	6502	Cargin,		Cydegh,		R.C.	R.C.	89	—	89	27	—	—	Do.
80	6828	Do.		Do.		R.C.	R.C.	116	116	116	30	—	—	Do.
81	7539	Cress,		Maus,		R.C.	R.C.	68	40	103	30	—	—	Do.
82	8173	Clonfert,		Clonfert, No. 2,		R.C.	R.C.	69	75	143	34	—	—	Do.
83	8364	Do.		Do.		R.C.	R.C.	90	—	90	34	—	—	Do.
84	8555	Do.		Do.		R.C.	R.C.	82	27	109	7	—	—	Do.
85	9551	Do.		Do.		R.C.	R.C.	4	11	15	7	—	—	Do.
86	9552	Do.		Do.		R.C.	R.C.	136	136	136	48	—	—	Do.
87	9933	Do.		Do.		R.C.	R.C.	101	—	101	29	—	—	Do.
88	8248	Clonbern,		Do.		R.C.	R.C.	109	109	209	53	—	—	Do.
89	8429	Do.		Do.		R.C.	R.C.	174	—	174	60	—	—	Do.
90	9057	Grannan,		Do.		R.C.	R.C.	143	—	143	34	—	—	Do.
91	9058	Do.		Do.		R.C.	R.C.	94	94	94	30	—	—	Do.
92	7213	Dunaghrade,		Do.		R.C.	R.C.	129	109	238	61	—	—	Do.
93	7343	Dunaghrade,		Do.		R.C.	R.C.	900	900	900	91	—	—	Do.
94	8898	Do.		Do.		R.C.	R.C.	164	164	164	52	—	—	Do.
95	7395	Do.		Do.		R.C.	R.C.	61	49	110	45	—	—	Do.
96	8100	Do.		Do.		R.C.	R.C.	136	136	136	51	—	—	Do.
97	8136	Do.		Do.		R.C.	R.C.	178	184	362	60	—	—	Do.
98	9251	Do.		Do.		R.C.	R.C.	149	139	288	41	—	—	Do.
99	10576	Do.		Do.		R.C.	R.C.	60	64	124	57	—	—	Do.
100	7355	Eyrenew,		Do.		R.C.	R.C.	65	62	127	38	—	—	Do.
101	7800	Fobonagh,		Do.		R.C.	R.C.	65	68	133	38	—	—	Do.
102	8131	Intaballin,		Do.		R.C.	R.C.	116	—	116	35	—	—	Do.
103	8673	Do.		Do.		R.C.	R.C.	116	116	116	20	—	—	Do.
104	8813	Do.		Do.		R.C.	R.C.	71	187	70	1	—	—	Do.
105	9648	Do.		Do.		R.C.	R.C.	43	43	43	1	—	—	Do.

[illegible]

## List of Schools in operation on the 31st December, 1870.—Provinces of CONNAUGHT: County of GALWAY—continued.

Rank.	Parish.	District.	School.	Vicar or Rector.	Religious Instruction.		Signer and Denomination of Teachers.		Attendance for the Year.		Amount paid for salaries and other expenses at National Schools.	Aid granted by the Board during the year.		Amount of Local Endowment received in Aid of Salary.	Qualification.
					Catholic.	Protestant.	Catholic.	Protestant.	Total.	Average Daily.		In Five Shillings of Books, Magazines, Apprentices.	In Salaries, Premiums, and other Gratuities.		
151	10294	Killeshin,	Do.	34	R.C.	—	R.C.	—	54	23	77	27	15 0 0	—	—
152	9850	Killeshin,	Do.	35	R.C.	—	R.C.	—	42	55	97	34	14 0 0	1 10 9	—
153	4799	Killeshin,	Do.	36	R.C.	—	R.C.	—	118	83	200	61	71 0 0	8 1 1	—
154	4700	Killeshin,	Do.	37	R.C.	—	R.C.	—	502	502	502	502	65 10 0	9 7 10	—
155	4701	Do.	Do.	38	R.C.	—	R.C.	—	70	70	140	19	10 0 0	0 19 8	—
156	8196	Do.	Do.	39	R.C.	—	R.C.	—	166	337	503	237	123 10 0	3 0 0	—
157	6610	Do.	Do.	40	R.C.	—	R.C.	—	44	41	85	33	19 0 0	3 1 4	—
158	8771	Do.	Do.	41	R.C.	—	R.C.	—	70	69	139	43	33 10 0	5 16 0	—
159	8754	Killeshin,	Do.	42	R.C.	—	R.C.	—	162	—	162	38	25 5 0	5 0 0	—
160	8755	Do.	Do.	43	R.C.	—	R.C.	—	177	177	354	66	31 10 0	4 14 1	—
161	6044	Killeshin,	Do.	44	R.C.	—	R.C.	—	110	110	220	27	20 10 0	1 7 10	—
162	6045	Do.	Do.	45	R.C.	—	R.C.	—	—	110	110	27	14 10 0	0 13 0	—
163	6046	Killeshin,	Do.	46	R.C.	—	R.C.	—	91	83	174	61	11 9 4	0 8 3	—
164	1043	Do.	Do.	47	R.C.	—	R.C.	—	160	160	320	47	84 0 0	8 2 4	—
165	9378	Killeshin,	Do.	48	R.C.	—	R.C.	—	62	61	123	27	16 0 0	3 16 9	—
166	9379	Do.	Do.	49	R.C.	—	R.C.	—	65	43	108	32	16 0 0	4 16 2	—
167	9380	Do.	Do.	50	R.C.	—	R.C.	—	83	62	145	38	24 0 0	8 17 0	—
168	9381	Killeshin,	Do.	51	R.C.	—	R.C.	—	160	110	270	47	24 16 8	5 1 0	—
169	7934	Do.	Do.	52	R.C.	—	R.C.	—	140	—	140	39	30 0 0	9 0 8	—
170	8083	Do.	Do.	53	R.C.	—	R.C.	—	119	118	237	39	16 0 0	3 0 0	—
171	10369	Do.	Do.	54	R.C.	—	R.C.	—	104	48	152	36	15 0 0	14 18 0	—
172	7192	Killeshin,	Do.	55	R.C.	—	R.C.	—	116	110	226	68	46 5 0	4 6 6	—
173	9477	Do.	Do.	56	R.C.	—	R.C.	—	232	232	464	7	7 13 4	7 13 0	—
174	9404	Do.	Do.	57	R.C.	—	R.C.	—	65	63	128	39	23 1 8	2 10 0	—
175	8425	Do.	Do.	58	R.C.	—	R.C.	—	390	390	780	104	107 0 0	19 10 8	—
176	7385	Killeshin,	Do.	59	R.C.	—	R.C.	—	131	112	243	34	84 16 2	5 0 9	—
177	9292	Do.	Do.	60	R.C.	—	R.C.	—	84	84	168	34	26 18 4	4 0 0	—
178	9293	Do.	Do.	61	R.C.	—	R.C.	—	—	46	46	28	30 10 0	2 10 0	—
179	8276	Do.	Do.	62	R.C.	—	R.C.	—	190	72	262	62	43 1 8	11 10 0	—
180	10347	Do.	Do.	63	R.C.	—	R.C.	—	110	65	175	40	37 7 9	4 12 11	—
181	7051	Do.	Do.	64	R.C.	—	R.C.	—	100	100	200	51	32 10 0	5 11 0	—
182	7052	Do.	Do.	65	R.C.	—	R.C.	—	—	117	117	43	23 18 4	5 18 8	—
183	7107	Killeshin,	Do.	66	R.C.	—	R.C.	—	109	—	109	69	11 13 4	0 10 10	—



List of Schools in operation on the 31st December, 1870.—Province of CONNAUGHT: County of GALWAY—continued.

Number of Pupils	School	District	Parish	Voluntary or Non-Voluntary	Religious Instruction of Managers or Correspondents		Number and Denomination of Teachers		Attendance for the Year			Amount paid for Books, Stationery, and other Expenses	Aid granted by the Board during the year		Amount of Local Endowments received in Aid of Salary	Comments
					Clerical	Lay	Principal	Assistant	Total Number of Pupils on Roll within the Year	Males	Females		Total	Free School, and other Pupils, and Apprentices		
504	Monira, .	32	Monira, .	f	R.C.	R.C.	R.C.	R.C.	55	43	98	20	—	—	£ s. d.	Not in operation during year.
4974	Medick, .	33	Medick, .	f	R.C.	R.C.	R.C.	R.C.	72	43	115	37	1 13 3	—	26 0 8	Residence free.
2910	Moylough, .	34	Moylough, .	m.	R.C.	R.C.	R.C.	R.C.	174	—	174	60	1 0 0	4 10 0	26 0 8	Residence free.
3340	Do.	35	Do.	f	R.C.	R.C.	R.C.	R.C.	—	132	132	53	2 14 8	—	47 6 8	Residence free.
6616	Do.	36	Do.	f	R.C.	R.C.	R.C.	R.C.	—	103	103	53	2 14 8	—	33 0 0	Residence free.
3333	Mt. Baller Bridge, f.	37	Mt. Baller Bridge, f.	f	R.C.	R.C.	R.C.	R.C.	83	18	61	23	2 6 10	—	40 13 4	Residence free.
3333	Do.	38	Do.	f	R.C.	R.C.	R.C.	R.C.	118	88	201	60	1 7 0	—	33 0 0	Residence free.
3333	Do.	39	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	50	2 10 0	—	31 0 0	Residence free.
3333	Do.	40	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	41	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	42	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	43	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	44	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	45	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	46	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	47	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	48	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	49	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	50	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	51	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	52	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	53	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	54	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	55	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	56	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	57	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	58	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	59	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	60	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	61	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	62	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	63	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	64	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	65	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	66	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	67	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	68	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	69	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	70	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	71	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	72	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	73	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	74	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	75	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	76	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	77	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	78	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	79	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	80	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	81	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	82	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	83	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	84	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	85	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	86	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	87	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	88	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	89	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	90	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	91	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	92	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	93	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	94	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	95	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	96	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	97	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	98	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	99	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	100	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	101	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	102	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	103	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	104	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	105	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	106	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	107	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	108	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	109	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	110	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	111	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	112	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	113	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	114	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	115	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	116	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	117	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	118	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	119	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	120	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	121	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	122	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	123	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	124	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	125	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	126	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	127	Do.	f	R.C.	R.C.	R.C.	R.C.	—	—	—	—	—	—	—	Residence free.
3333	Do.	128	Do.	f												

[illegible]

## COUNTY OF LUTHER-188 Schools.

	12117	12118	12119	12120	12121	12122	12123	12124	12125	12126	12127	12128	12129	12130	12131	12132	12133	12134	12135	12136	12137	12138	12139	12140	12141	12142	12143	12144	12145	12146	12147	12148	12149	12150	12151	12152	12153	12154	12155	12156	12157	12158	12159	12160	12161	12162	12163	12164	12165	12166	12167	12168	12169	12170	12171	12172	12173	12174	12175	12176	12177	12178	12179	12180	12181	12182	12183	12184	12185	12186	12187	12188	12189	12190	12191	12192	12193	12194	12195	12196	12197	12198	12199	12200	12201	12202	12203	12204	12205	12206	12207	12208	12209	12210	12211	12212	12213	12214	12215	12216	12217	12218	12219	12220	12221	12222	12223	12224	12225	12226	12227	12228	12229	12230	12231	12232	12233	12234	12235	12236	12237	12238	12239	12240	12241	12242	12243	12244	12245	12246	12247	12248	12249	12250	12251	12252	12253	12254	12255	12256	12257	12258	12259	12260	12261	12262	12263	12264	12265	12266	12267	12268	12269	12270	12271	12272	12273	12274	12275	12276	12277	12278	12279	12280	12281	12282	12283	12284	12285	12286	12287	12288	12289	12290	12291	12292	12293	12294	12295	12296	12297	12298	12299	12300	12301	12302	12303	12304	12305	12306	12307	12308	12309	12310	12311	12312	12313	12314	12315	12316	12317	12318	12319	12320	12321	12322	12323	12324	12325	12326	12327	12328	12329	12330	12331	12332	12333	12334	12335	12336	12337	12338	12339	12340	12341	12342	12343	12344	12345	12346	12347	12348	12349	12350	12351	12352	12353	12354	12355	12356	12357	12358	12359	12360	12361	12362	12363	12364	12365	12366	12367	12368	12369	12370	12371	12372	12373	12374	12375	12376	12377	12378	12379	12380	12381	12382	12383	12384	12385	12386	12387	12388	12389	12390	12391	12392	12393	12394	12395	12396	12397	12398	12399	12400	12401	12402	12403	12404	12405	12406	12407	12408	12409	12410	12411	12412	12413	12414	12415	12416	12417	12418	12419	12420	12421	12422	12423	12424	12425	12426	12427	12428	12429	12430	12431	12432	12433	12434	12435	12436	12437	12438	12439	12440	12441	12442	12443	12444	12445	12446	12447	12448	12449	12450	12451	12452	12453	12454	12455	12456	12457	12458	12459	12460	12461	12462	12463	12464	12465	12466	12467	12468	12469	12470	12471	12472	12473	12474	12475	12476	12477	12478	12479	12480	12481	12482	12483	12484	12485	12486	12487	12488	12489	12490	12491	12492	12493	12494	12495	12496	12497	12498	12499	12500	12501	12502	12503	12504	12505	12506	12507	12508	12509	12510	12511	12512	12513	12514	12515	12516	12517	12518	12519	12520	12521	12522	12523	12524
1	12117	12118	12119	12120	12121	12122	12123	12124	12125	12126	12127	12128	12129	12130	12131	12132	12133	12134	12135	12136	12137	12138	12139	12140	12141	12142	12143	12144	12145	12146	12147	12148	12149	12150	12151	12152	12153	12154	12155	12156	12157	12158	12159	12160	12161	12162	12163	12164	12165	12166	12167	12168	12169	12170	12171	12172	12173	12174	12175	12176	12177	12178	12179	12180	12181	12182	12183	12184	12185	12186	12187	12188	12189	12190	12191	12192	12193	12194	12195	12196	12197	12198	12199	12200	12201	12202	12203	12204	12205	12206	12207	12208	12209	12210	12211	12212	12213	12214	12215	12216	12217	12218	12219	12220	12221	12222	12223	12224	12225	12226	12227	12228	12229	12230	12231	12232	12233	12234	12235	12236	12237	12238	12239	12240	12241	12242	12243	12244	12245	12246	12247	12248	12249	12250	12251	12252	12253	12254	12255	12256	12257	12258	12259	12260	12261	12262	12263	12264	12265	12266	12267	12268	12269	12270	12271	12272	12273	12274	12275	12276	12277	12278	12279	12280	12281	12282	12283	12284	12285	12286	12287	12288	12289	12290	12291	12292	12293	12294	12295	12296	12297	12298	12299	12300	12301	12302	12303	12304	12305	12306	12307	12308	12309	12310	12311	12312	12313	12314	12315	12316	12317	12318	12319	12320	12321	12322	12323	12324	12325	12326	12327	12328	12329	12330	12331	12332	12333	12334	12335	12336	12337	12338	12339	12340	12341	12342	12343	12344	12345	12346	12347	12348	12349	12350	12351	12352	12353	12354	12355	12356	12357	12358	12359	12360	12361	12362	12363	12364	12365	12366	12367	12368	12369	12370	12371	12372	12373	12374	12375	12376	12377	12378	12379	12380	12381	12382	12383	12384	12385	12386	12387	12388	12389	12390	12391	12392	12393	12394	12395	12396	12397	12398	12399	12400	12401	12402	12403	12404	12405	12406	12407	12408	12409	12410	12411	12412	12413	12414	12415	12416	12417	12418	12419	12420	12421	12422	12423	12424	12425	12426	12427	12428	12429	12430	12431	12432	12433	12434	12435	12436	12437	12438	12439	12440	12441	12442	12443	12444	12445	12446	12447	12448	12449	12450	12451	12452	12453	12454	12455	12456	12457	12458	12459	12460	12461	12462	12463	12464	12465	12466	12467	12468	12469	12470	12471	12472	12473	12474	12475	12476	12477	12478	12479	12480	12481	12482	12483	12484	12485	12486	12487	12488	12489	12490	12491	12492	12493	12494	12495	12496	12497	12498	12499	12500	12501	12502	12503	12504	12505	12506	12507	12508	12509	12510	12511	12512	12513	12514	12515	12516	12517	12518	12519	12520	12521	12522	12523	12524
2	12117	12118	12119	12120	12121	12122	12123	12124	12125	12126	12127	12128	12129	12130	12131	12132	12133	12134	12135	12136	12137	12138	12139	12140	12141	12142	12143	12144	12145	12146	12147	12148	12149	12150	12151	12152	12153	12154	12155	12156	12157	12158	12159	12160	12161	12162	12163	12164	12165	12166	12167	12168	12169	12170	12171	12172	12173	12174	12175	12176	12177	12178	12179	12180	12181	12182	12183	12184	12185	12186	12187	12188	12189	12190	12191	12192	12193	12194	12195	12196	12197	12198	12199	12200	12201	12202	12203	12204	12205	12206	12207	12208	12209	12210	12211	12212	12213	12214	12215	12216	12217	12218	12219	12220	12221	12222	12223	12224	12225	12226	12227	12228	12229	12230	12231	12232	12233	12234	12235	12236	12237	12238	12239	12240	12241	12242	12243	12244	12245	12246	12247	12248	12249	12250	12251	12252	12253	12254	12255	12256	12257	12258	12259	12260	12261	12262	12263	12264	12265	12266	12267	12268	12269	12270	12271	12272	12273	12274	12275	12276	12277	12278	12279	12280	12281	12282	12283	12284	12285	12286	12287	12288	12289	12290	12291	12292	12293	12294	12295	12296	12297	12298	12299	12300	12301	12302	12303	12304	12305	12306	12307	12308	12309	12310	12311	12312	12313	12314	12315	12316	12317	12318	12319	12320	12321	12322	12323	12324	12325	12326	12327	12328	12329	12330	12331	12332	12333	12334	12335	12336	12337	12338	12339	12340	12341	12342	12343	12344	12345	12346	12347	12348	12349	12350	12351	12352	12353	12354	12355	12356	12357	12358	12359	12360	12361	12362	12363	12364	12365	12366	12367	12368	12369	12370	12371	12372	12373	12374	12375	12376	12377	12378	12379	12380	12381	12382	12383	12384	12385	12386	12387	12388	12389	12390	12391	12392	12393	12394	12395	12396	12397	12398	12399	12400	12401	12402	12403	12404	12405	12406	12407	12408	12409	12410	12411	12412	12413	12414	12415	12416	12417	12418	12419	12420	12421	12422	12423	12424	12425	12426	12427	12428	12429	12430	12431	12432	12433	12434	12435	12436	12437	12438	12439	12440	12441	12442	12443	12444	12445	12446	12447	12448	12449	12450	12451	12452	12453	12454	12455	12456	12457	12458	12459	12460	12461	12462	12463	12464	12465	12466	12467	12468	12469	12470	12471	12472	12473	12474	12475	12476	12477	12478	12479	12480	12481	12482	12483	12484	12485	12486	12487	12488	12489	12490	12491	12492	12493	12494	12495	12496	12497	12498	12499	12500	12501	12502	12503	12504	12505	12506	12507	12508	12509	12510	12511	12512	12513	12514	12515	12516	12517	12518	12519	12520	12521	12522	12523	12524
3	12117	12118	12119	12120	12121	12122	12123	12124	12125	12126	1212																																																																																																																																																																																																																																																																																																																																																																																																													

List of Schools in operation on the 31st December, 1870.—Province of CONNAUGHT: County of LEITRIM.—continued.

Member.	Parish.	Division.	School.	Voted or Non-Voted.	Religious Instruction		Sanctified Education		Attendance for the Year.		Amount paid for Books, Apparatus, and Stationery at Public Schools.	Amount granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
					Catholic.	Protestant.	Protestant.	Catholic.	Total number of Pupils on Roll within the Year.	Amount granted by the Board during the year.					
7 8641	Anaduff.	28	Dromod.	v.r.	R.C.	R.C.	R.C.	47	73	130	33	£ s. d.	£ s. d.	£ s. d.	London free.
8 8631	Boracree, Do.	-	Cleonturf, Do.	-	R.C.	R.C.	R.C.	109	-	109	34	17 0 0	0 16 4	0 16 4	Residence free.
9 8944	Carrigallen, Do.	-	Do.	-	R.C.	R.C.	R.C.	89	180	190	25	24 0 0	0 3 4	0 3 4	Residence free.
10 1300	Do.	-	Do.	-	R.C.	R.C.	R.C.	89	89	174	67	31 8 4	0 0 11	0 0 11	Residence free.
11 3827	Do.	-	Do.	-	R.C.	R.C.	R.C.	49	84	49	19	49 6 8	11 13 6	11 13 6	Residence free.
12 6223	Do.	-	Do.	-	R.C.	R.C.	R.C.	-	84	84	29	18 0 0	1 10 0	1 10 0	Residence free.
13 4316	Do.	-	Carrigallen, Do.	-	R.C.	R.C.	R.C.	141	-	141	45	18 10 0	0 8 0	0 8 0	Residence free.
14 4634	Do.	-	Killybeg, Do.	-	R.C.	R.C.	R.C.	68	68	134	45	66 6 8	2 14 0	2 14 0	Residence free.
15 6473	Do.	-	Do.	-	R.C.	R.C.	R.C.	42	44	86	26	18 0 0	0 8 6	0 8 6	Residence free.
16 7217	Do.	-	Do.	-	R.C.	R.C.	R.C.	36	33	69	23	20 0 0	1 1 0	1 1 0	Residence free.
17 8353	Do.	-	Do.	-	R.C.	R.C.	R.C.	93	-	93	51	36 3 4	10 0 0	10 0 0	Residence free.
18 10130	Do.	-	Do.	-	R.C.	R.C.	R.C.	48	63	114	33	14 0 0	0 0 0	0 0 0	Residence free.
19 10103	Do.	-	Do.	-	R.C.	R.C.	R.C.	114	125	133	44	43 10 0	1 19 6	1 19 6	Residence free.
20 10195	Do.	-	Do.	-	R.C.	R.C.	R.C.	110	90	204	70	58 17 0	0 0 0	0 0 0	Residence free.
21 10128	Do.	-	Do.	-	R.C.	R.C.	R.C.	110	124	138	48	24 0 0	0 0 0	0 0 0	Residence free.
22 2415	Do.	-	Do.	-	R.C.	R.C.	R.C.	93	173	91	51	4 8 3	0 0 0	0 0 0	Residence free.
23 7720	Do.	-	Do.	-	R.C.	R.C.	R.C.	48	63	114	33	1 7 1	0 0 0	0 0 0	Residence free.
24 8118	Do.	-	Do.	-	R.C.	R.C.	R.C.	114	90	204	70	1 11 8	0 0 0	0 0 0	Residence free.
25 6238	Do.	-	Do.	-	R.C.	R.C.	R.C.	96	65	166	56	3 4 6	0 0 0	0 0 0	Residence free.
26 6775	Do.	-	Do.	-	R.C.	R.C.	R.C.	83	63	148	37	1 6 5	0 0 0	0 0 0	Residence free.
27 7135	Do.	-	Do.	-	R.C.	R.C.	R.C.	55	41	97	35	1 7 0	0 0 0	0 0 0	Residence free.
28 8137	Do.	-	Do.	-	R.C.	R.C.	R.C.	98	65	168	43	1 14 1	0 0 0	0 0 0	Residence free.
29 8250	Do.	-	Do.	-	R.C.	R.C.	R.C.	91	93	189	44	1 12 10	0 0 0	0 0 0	Residence free.
30 8071	Do.	-	Do.	-	R.C.	R.C.	R.C.	36	34	90	33	2 4 0	0 0 0	0 0 0	Residence free.
31 9008	Do.	-	Do.	-	R.C.	R.C.	R.C.	43	40	88	39	0 10 1	0 0 0	0 0 0	Residence free.
32 9314	Do.	-	Do.	-	R.C.	R.C.	R.C.	27	38	65	17	0 16 6	0 0 0	0 0 0	Residence free.
33 9839	Do.	-	Do.	-	R.C.	R.C.	R.C.	60	63	134	34	18 10 11	0 0 0	0 0 0	Residence free.
34 9307	Do.	-	Do.	-	R.C.	R.C.	R.C.	115	107	107	39	18 0 0	0 0 0	0 0 0	Residence free.
35 10346	Do.	-	Do.	-	R.C.	R.C.	R.C.	87	92	170	68	3 7 11	0 0 0	0 0 0	Residence free.
36 3643	Do.	-	Do.	-	R.C.	R.C.	R.C.	284	-	284	58	12 0 0	0 0 0	0 0 0	Residence free.
37 10159	Do.	-	Do.	-	R.C.	R.C.	R.C.	61	57	118	45	1 13 8	0 0 0	0 0 0	Residence free.
38 10159	Do.	-	Do.	-	R.C.	R.C.	R.C.	119	119	119	30	0 11 9	0 0 0	0 0 0	Residence free.
39 2351	Do.	-	Do.	-	R.C.	R.C.	R.C.	-	137	137	84	20 0 0	0 0 0	0 0 0	Residence free.





List of Schools in operation on the 31st December, 1870.—Province of Connaught: County of Lister—continued.

Number.	Parish.	Date.	School.	Volunt. or Non-Volunt.	Religious Denominations of Managers or Corporation.		Number and Description of Teachers.		Attendance for the Year.				Amount paid for Books, Stationery, Apparatus, & Prizes.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
					Catholic.	Ang.	Private sch.	Public sch.	Total number of Pupils in both within the Year.	Males.	Females.	Total.		Five Books for Reading, and Apparatus.	In Salaries, Teachers, and other Genes.		
84	Feenagh.	31	Feenagh.		R.C.	-	-	68	77	133	50	£ s. d.	£ s. d.	£ s. d.	1 0 0		
85	Do.		Drumree.		R.C.	-	-	70	74	140	31	1 5 8	18 0 0	1 0 0			
86	Geeldaragh.	28	Mullapharagh.		R.C.	R.C.	-	90	109	208	66	8 9 8	32 10 8	1 0 0			
87	Do.		Foreglen, m.		R.C.	-	-	136	766	45	45	8 9 8	24 0 0	3 4 8			
88	Do.		Do.		R.C.	-	-	110	110	30	30	1 5 11	22 0 0	1 10 11			
89	Inchmagrath.	12	Termon.		R.C.	-	-	74	72	146	82	8 3 11	22 5 0	6 14 11			
90	Do.		Drumkeeran.		R.C.	R.C.	-	66	104	29 8	65	1 9 8	22 0 0	3 3 0			
91	Do.		Do.		R.C.	-	-	80	60	140	48	0 16 2	24 0 0	5 7 6			
92	Do.		Grangealongh.		R.C.	-	-	64	52	116	33	4 10 3	70 8 4	5 16 6			
93	Do.		Kilmore.		R.C.	R.C.	-	101	105	207	78	0 14 5	24 0 0	1 13 0			
94	Do.		Tullyderman.		R.C.	R.C.	-	110	107	217	73	8 3 5	44 1 8	2 13 6			
95	Do.		Shannon View.		R.C.	-	-	68	61	147	58	0 14 5	24 0 0	1 13 0			
96	Do.		Meenastieve.		R.C.	R.C.	-	68	71	178	62	1 9 2	47 10 0	2 11 0			
97	Do.		Slurdelagh.		R.C.	-	-	42	57	119	80	1 10 8	10 15 0	2 13 0			
98	Do.		Tullycherke.		R.C.	-	-	45	60	111	51	1 0 0	18 0 0	3 3 0			
99	Do.		Glackarn.		R.C.	-	-	40	57	108	32	0 12 3	18 0 0	2 13 0			
100	Do.		Do.		R.C.	-	-	117	117	41	41	3 9 0	56 16 8	2 13 0			
101	Do.		Do.		R.C.	-	-	150	190	43	43	1 0 4	29 11 8	2 3 0			
102	Do.		Do.		R.C.	-	-	41	87	78	82	1 7 11	24 0 0	2 0 0			
103	Do.		Do.		R.C.	-	-	64	53	117	33	0 10 6	24 0 0	2 0 0			
104	Do.		Do.		R.C.	-	-	70	52	128	88	0 10 6	28 0 0	2 0 0			
105	Do.		Do.		R.C.	-	-	59	41	108	35	1 0 2	28 0 0	2 0 0			
106	Do.		Do.		R.C.	-	-	113	105	218	53	1 8 2	16 0 0	2 1 2			
107	Do.		Do.		R.C.	-	-	125	128	60	60	2 0 0	50 2 4	0 19 3			
108	Do.		Do.		R.C.	-	-	129	129	49	49	5 5 7	32 0 8	8 7 10			
109	Do.		Do.		R.C.	-	-	130	180	75	75	3 3 10	28 18 4	19 5 0			
110	Do.		Do.		R.C.	-	-	56	210	210	210	3 7 5	100 0 0	12 17 4			
111	Do.		Do.		R.C.	-	-	171	171	171	171	3 7 5	25 0 0	2 15 0			
112	Do.		Do.		R.C.	-	-	61	61	61	61	1 10 3	38 0 0	1 10 3			
113	Do.		Do.		R.C.	-	-	70	68	67	67	1 10 3	38 0 0	1 10 3			
114	Do.		Do.		R.C.	-	-	61	61	61	61	1 10 3	38 0 0	1 10 3			
115	Do.		Do.		R.C.	-	-	61	61	61	61	1 10 3	38 0 0	1 10 3			

[illegible]

List of Schools in operation on the 31st December, 1870.—Province of CONNAGHT: County of LEITRIM.—continued.

Ranking	Parish	District	School	Verbal at V. S.	Religious Instruction of Missioners or Correspondents		Examination of Teachers		Attendance for the Year			Amount paid for Books, Stationery, and Fuel	Aid granted by the Board during the year		Amount of Local Endowments received in Aid of Salary.	Observations.						
					Choir	Mag.	Precept.	Assistants.	Males.	Females.	Total number of Pupils on Roll within the Year.		£	s.			d.	£	s.	d.	£	s.
161	Oughtieragh,	81	Potters, Do.	m. f.	R.C.	-	R.C.	-	121	-	131	27	£	s.	d.	£	s.	d.	Residence free. Garden free.			
162	Do.	-	Do.	f.	R.C.	-	R.C.	-	83	93	31	4 8 10	-	-	-	41	0	0		2 10 0		
163	Do.	-	Derrinkesh, Do.	m. f.	R.C.	-	R.C.	-	86	89	50	1 4 8	-	-	-	37	10	8	3 6 1			
164	Do.	-	Belinamare, Do.	m. f.	R.C.	-	R.C.	-	-	147	51	2 0 11	-	-	-	80	3	4	10 15 10			
165	Do.	-	Do.	f.	R.C.	-	R.C.	-	118	118	43	0 11 1	-	-	-	62	10	8	5 0 0			
166	Do.	-	Ormalin, Do.	m. f.	R.C.	-	R.C.	-	27	23	29	1 10 8	4	0	0	54	10	8	-			
167	Do.	-	Do.	f.	R.C.	-	R.C.	-	60	-	34	-	-	-	-	23	0	0	1 13 6			
168	Do.	-	Clogher, Do.	m. f.	R.C.	-	R.C.	-	68	63	30	4 8 10	-	-	-	23	17	6	0 16 0			
169	Do.	-	Mayo, Do.	f.	R.C.	-	R.C.	-	78	64	36	1 7 11	-	-	-	27	10	0	0 10 0			
170	Do.	-	Oughtieragh, Do.	m. f.	R.C.	-	R.C.	-	44	34	36	1 11 10	-	-	-	47	13	4	32 10 0			
171	Do.	-	Lisacarn, Do.	m. f.	R.C.	-	R.C.	-	50	23	108	1 12 8	4	10	0	10	0	0	2 3 6			
172	Do.	-	Longsham, Do.	m. f.	R.C.	-	R.C.	-	18	19	27	1 5 8	-	-	-	30	0	0	4 8 6			
173	Do.	-	Blackale, Do.	m. f.	R.C.	-	R.C.	-	67	40	107	1 10 1	-	-	-	47	15	0	0 8 6			
174	Do.	-	Ballinamuckan, Do.	m. f.	R.C.	-	R.C.	-	126	126	36	2 11 7	-	-	-	92	3	4	2 10 0			
175	Do.	-	Do.	f.	R.C.	-	R.C.	-	80	86	170	2 7 9	4	10	0	38	0	0	3 10 0			
176	Do.	-	Gonsavagh, Do.	m. f.	R.C.	-	R.C.	-	108	70	154	1 13 9	-	-	-	44	0	0	4 2 0			
177	Do.	-	Edenralla, Do.	m. f.	R.C.	-	R.C.	-	48	98	81	0 10 3	1	0	0	44	5	0	9 3 6			
178	Do.	-	Do.	f.	R.C.	-	R.C.	-	74	51	126	0 10 3	-	-	-	17	0	0	-			
179	Do.	-	Do.	f.	R.C.	-	R.C.	-	81	60	111	0 10 0	-	-	-	15	0	0	-			
180	Do.	-	Do.	f.	R.C.	-	R.C.	-	78	63	141	1 9 10	-	-	-	23	0	0	6 3 0			
181	Do.	-	Do.	f.	R.C.	-	R.C.	-	67	37	64	4 13 0	-	-	-	38	10	0	7 9 0			
182	Do.	-	Do.	f.	R.C.	-	R.C.	-	188	188	60	0 13 0	-	-	-	03	16	4	2 0 0			
183	Do.	-	Do.	f.	R.C.	-	R.C.	-	-	42	00	2 0 0	-	-	-	20	0	0	-			
184	Do.	-	Do.	f.	R.C.	-	R.C.	-	60	93	81	3 10 9	-	-	-	34	0	0	2 12 2			
185	Do.	-	Do.	f.	R.C.	-	R.C.	-	60	66	30	0 0 0	-	-	-	24	0	0	2 11 0			
186	Do.	-	Do.	f.	R.C.	-	R.C.	-	48	53	101	0 0 0	-	-	-	24	0	0	2 0 0			
187	Do.	-	Do.	f.	R.C.	-	R.C.	-	68	39	103	0 15 3	-	-	-	16	0	0	2 0 0			
188	Do.	-	Do.	f.	R.C.	-	R.C.	-	86	92	135	1 6 0	-	-	-	24	0	0	4 9 2			
Total for County Leitrim, 188,										12,574	11,160	23,738	7,790	36	0	0	2,350	7	4	722	10	0



## List of Schools in operation on the 31st December, 1870.—Province of CONNAUGHT: County of MAYO—continued.

Number.	Public.	Private.	School.	Vestry or Rural Union.	Children under 15 years.	Number and Sex of Teachers.		Attendance for the Year.		Amount paid for the Year.		Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
						Classed.	Un- classified.	Total number of Pupils within the Year.	Total.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
44	1671	Barriskerry,	500	Trillick,	-	E.C.	R.C.	59	40	104	31	0 19 10	0 0 0	2 0 0	Res. and gross for over free.
45	1672	Do.	-	Kilmore,	-	E.C.	R.C.	49	61	130	31	0 11 11	0 0 0	0 17 3	
46	1673	Do.	-	Mohammy,	-	E.C.	R.C.	144	87	331	40	0 0 4	0 0 0	0 0 0	
47	1674	Do.	-	Paradise,	-	E.C.	R.C.	168	105	271	41	1 19 8	0 0 0	0 0 0	
48	3393	Do.	-	Stirling,	-	E.C.	R.C.	59	73	137	23	-	0 0 0	0 19 4	
49	6193	Do.	-	Newport Workh.	-	P.L.	Gals.	23	43	-	23	-	0 0 0	-	
50	7822	Do.	-	Rosgallire,	-	R.C.	-	-	-	-	34	0 8 3	0 0 0	-	
51	5043	Ballysherry,	20	Lislegann,	-	Pres.	-	13	34	97	16	-	-	-	No recognized teacher in charge.
52	6310	Do.	-	Ballymacshola,	-	R.C.	-	79	54	193	25	1 4 0	0 0 0	10 0 0	Residence free.
53	6416	Do.	-	Coosel,	-	R.C.	-	57	63	130	47	1 10 4	0 0 0	5 0 0	Residence free.
54	6947	Do.	-	Newtown White,	-	R.C.	-	64	58	122	64	0 0 0	0 0 0	1 4 0	Residence free.
55	8125	Ballinabrier,	26	Ballyturk,	-	R.C.	R.C.	79	68	140	64	2 15 0	0 0 0	10 0 0	Residence and farm.
56	6087	Do.	-	Killacalla,	-	R.C.	R.C.	135	105	290	68	4 1 4	0 0 0	1 0 0	Residence free.
57	7374	Do.	-	Ballinabrier,	-	R.C.	R.C.	119	69	187	68	0 0 0	0 0 0	10 0 0	Residence free.
58	8385	Ballymacshola,	26	Lislegann,	-	R.C.	R.C.	119	140	290	77	2 10 0	0 0 0	10 0 0	Residence free.
59	4603	Do.	-	Rosgallire,	-	R.C.	R.C.	98	68	107	63	0 13 8	0 0 0	4 12 3	Residence free.
60	6720	Do.	-	Carraigmore Ord. Ag.	-	R.C.	R.C.	81	97	178	40	1 7 7	0 0 0	1 19 0	Residence free.
61	10322	Do.	-	Shanahan,	-	R.C.	R.C.	75	43	117	35	1 17 2	0 0 0	0 0 0	Residence free.
62	5756	Barriskerry,	26	Barriskerry,	-	R.C.	R.C.	130	111	300	39	3 16 0	0 0 0	2 0 0	Residence free.
63	6757	Do.	-	Do.	-	R.C.	R.C.	139	86	58	34	0 8 0	0 0 0	1 0 0	Residence free.
64	7087	Ballymacshola,	26	Lislegann,	-	R.C.	R.C.	216	452	668	90	6 4 0	0 0 0	8 1 8	Residence free.
65	7088	Do.	-	Imishodfin,	-	R.C.	R.C.	209	209	209	66	5 2 11	0 0 0	7 10 10	Residence free.
66	9250	Do.	-	Carraigmore,	-	R.C.	R.C.	203	136	339	89	1 13 10	0 0 0	0 0 0	Residence free.
67	9251	Do.	-	Do.	-	R.C.	R.C.	611	-	611	134	1 12 3	0 0 0	0 0 0	Residence free.
68	9252	Do.	-	Do.	-	R.C.	R.C.	71	57	128	70	0 19 0	0 0 0	0 0 0	Residence free.
69	9253	Do.	-	Do.	-	R.C.	R.C.	118	146	264	61	0 11 7	0 0 0	0 0 0	Residence free.
70	9254	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
71	9255	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
72	9256	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
73	9257	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
74	9258	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
75	9259	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
76	9260	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
77	9261	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
78	9262	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
79	9263	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
80	9264	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
81	9265	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
82	9266	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
83	9267	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
84	9268	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
85	9269	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
86	9270	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
87	9271	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
88	9272	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
89	9273	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
90	9274	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
91	9275	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
92	9276	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
93	9277	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
94	9278	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
95	9279	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
96	9280	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
97	9281	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
98	9282	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
99	9283	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.
100	9284	Do.	-	Do.	-	R.C.	R.C.	61	74	135	40	1 7 3	0 0 0	2 0 11	Residence free.



## List of Schools in operation on the 31st December, 1870.—Province of CONNAUGHT: County of MAYO—continued.

Number.	Parish.	School.	Religion of Teachers.	Religion of Pupils.	Attendance for the Year.			Amount paid for Books, Stationery, and other Expenses.	All granted by the Board during the Year.		Amount of Local Endowments received in Aid of Salary.	Observations.
					Total number of Pupils on Rolls during the Year.	Males.	Females.		In Salary, Premiums, and Grants.	In other Endowments.		
									£ s. d.	£ s. d.	£ s. d.	
117	Killeshann,	Cross, m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Residence free.
118	Do.	Do. f.	R.C.	R.C.	—	—	—	57	1 0 0	1 0 0	—	Do.
119	Do.	Ballydoon, m.	R.C.	R.C.	—	—	—	51	—	—	—	Do.
120	Killeshann,	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
121	Do.	Do. m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
122	Do.	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
123	Do.	Do. m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
124	Do.	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
125	Do.	Do. m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
126	Do.	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
127	Do.	Do. m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
128	Do.	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
129	Do.	Do. m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
130	Do.	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
131	Do.	Do. m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
132	Do.	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
133	Do.	Do. m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
134	Do.	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
135	Do.	Do. m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
136	Do.	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
137	Do.	Do. m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
138	Do.	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
139	Do.	Do. m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
140	Do.	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
141	Do.	Do. m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
142	Do.	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
143	Do.	Do. m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
144	Do.	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
145	Do.	Do. m.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.
146	Do.	Do. f.	R.C.	R.C.	192	—	103	63	1 16 11	—	—	Do.





List of Schools in operation on the 31st December, 1870.—Province of Connaught: County of Mayo—continued.

Number.	Parish.	District.	School.	Visited or Not Visited.	Dissemination of Scriptures or Catechism.	Number and Designations of Teachers.	Attendance for the Year.			Amount paid for Books, and Stationery, and at Endowed Festivals.	Aid granted by the Board during the year.		Amount of Local Enclosures received in Aid of Salary.	Observations.
							Total number of Pupils on Rolls within the Year.							
							Males.	Females.	Total.	Average Daily Attendance.	In Pay clerk of Books, Stationery, and at Endowed Festivals.	In Favour of Pensions, and other Gratuities.	£ s. d.	
194	Killalea.	20	Toreen.	E.C.	-	-	-	-	-	26	£ s. d.	£ s. d.	£ s. d.	On proposed transfer of the school. Amount received from residence free.
195	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
196	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
197	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
198	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
199	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
200	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
201	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
202	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
203	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
204	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
205	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
206	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
207	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
208	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
209	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
210	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
211	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
212	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
213	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
214	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
215	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
216	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
217	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
218	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.
219	Kilmara.	20	Roosna.	E.C.	-	R.C.	120	110	230	37	4 8 11	25 17 0	0 14 4	Residence free.



List of Schools in operation on the 31st December, 1870.—Province of Connaught: County of Roscommon—continued.

Number.	Local School.	Parish.	District.	School.	Voted or Mun. Value.	Religious Denominations of Manager or Corporation.		Teacher and Pupils.		Attendance for the Year.		Aids and paid for Books, Stationery, and other Fees.		Aids granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
						Manager or Corporation.	Teacher.	Teacher.	Pupils.	Total.	Attendance.	Books, Stationery, and other Fees.	Books, Stationery, and other Fees.	In School, Fees, and Gratuities.	Books, Stationery, and other Fees.		
266	6820	Turburgh,	26	Oughterard,		R.C.	R.C.	88	67	133	44	—	—	£ s. d.	£ s. d.	£ s. d.	Garden free.
267	8114	Do.	—	Crinlin,		R.C.	R.C.	117	83	199	46	4	7	0	0	5 17 2	
268	8117	Do.	—	Parish,		R.C.	R.C.	116	76	192	82	8	13	1	0	4 19 1	
269	6081	Tagham,	32	Tagham,		R.C.	R.C.	—	112	112	81	0	11	8	0	36 16 8	
270	6830	Do.	—	Abeus,		R.C.	R.C.	106	—	106	44	—	—	—	0	30 0 0	
271	8020	Templemore,	21	Do.		R.C.	R.C.	55	12	67	98	—	—	—	27 10 0	11 1 9	
272	8740	Do.	—	Knocknacra,		R.C.	R.C.	71	79	150	89	2	3	0	0	21 0 0	
273	8741	Do.	—	Clonagass,		R.C.	R.C.	143	—	143	40	1	7	10	0	33 15 0	
				Do.		R.C.	R.C.	—	183	183	81	2	17	5	0	33 0 0	
				Total for County Mayo, 273,				35,422	21,107	40,529	13,435	631	4	10	87 8 9	0,047 8 0	1,408 18 4

## COUNTY OF ROSCOMMON.—199 Schools.

Number.	Local School.	Parish.	District.	School.	Voted or Mun. Value.	Religious Denominations of Manager or Corporation.		Teacher and Pupils.		Attendance for the Year.		Aids and paid for Books, Stationery, and other Fees.		Aids granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
						Manager or Corporation.	Teacher.	Teacher.	Pupils.	Total.	Attendance.	Books, Stationery, and other Fees.	Books, Stationery, and other Fees.	In School, Fees, and Gratuities.	Books, Stationery, and other Fees.		
1	1080	Aughrim,	22	Rodan,		R.C.	R.C.	97	08	105	64	3	10	8	—	8 0 0	
2	3121	Do.	—	Greena,		R.C.	R.C.	40	110	150	56	2	0	0	—	5 0 0	
3	6230	Arleena,	—	Woodbrook,		R.C.	R.C.	96	81	176	43	2	16	8	—	4 9 0	
4	7387	Do.	—	Redgeacra,		R.C.	R.C.	110	—	110	23	2	11	10	—	4 0 0	
5	7285	Do.	—	Do.		R.C.	R.C.	101	101	201	37	2	13	1	—	20 3 4	
6	7390	Do.	—	Do.		R.C.	R.C.	133	133	266	40	2	7	5	—	42 0 0	
7	7400	Do.	—	Woodfield,		R.C.	R.C.	95	95	190	35	1	0	1	—	33 10 0	
8	7401	Do.	—	Do.		R.C.	R.C.	85	85	170	32	2	11	0	—	84 0 8	
9	7402	Do.	—	Laphoi,		R.C.	R.C.	120	—	120	50	2	11	1	—	14 10 0	
10	7551	Do.	—	Do.		R.C.	R.C.	149	149	298	67	4	13	0	—	1 10 0	
11	7797	Do.	—	Do.		R.C.	R.C.	96	62	158	36	1	10	3	—	43 15 0	
12	7803	Do.	—	Killeglassa,		R.C.	R.C.	135	50	185	41	1	28	1	—	32 10 0	
13	7806	Do.	—	Carton (3),		R.C.	R.C.	145	—	145	50	1	10	1	—	24 11 8	
14	8111	Do.	—	Do.		R.C.	R.C.	186	—	186	63	1	17	8	—	38 10 0	
				Do.		R.C.	R.C.	—	186	186	63	0	4	0	—	44 10 0	0 13 0



List of Schools in operation on the 31st December, 1870.—Province of CONNAUGHT: County of ROSCOMMON.—continued.

Number.	Parish.	District.	School.	Voted or Estimated.	Religious Instruction		Number and Denominations of Teachers.		Attendance for the Year.			Amount paid for Books, Stationery, and other Privileges.	Aid granted by the Board during the year.		Amount of Local Endowments received in Aid of Salary.	Observations.
					Charist.	Lat.	Protest.	Catholic.	Total number of Pupils on Books within the Year.	Males.	Females.		In Free Schools, Public, and other Appropriation.	In Scholarships, Bursaries, and other Grants.		
61	Droghda.	27	Ballymian Orl. Ag.		R.C.		R.C.		131	80	101	49	£ s. d.	£ s. d.	£ s. d.	Residence and garden free.
62	Do.		Do.		R.C.		R.C.		90		90	1 5 11	41 0 0	0 0 0	17 0 0	
63	Do.		Do.		R.C.		R.C.		101	101	101	1 10 8	18 0 0	0 0 0	0 12 0	
64	Do.		Do.		R.C.		R.C.		183	183	183	1 8 0	44 8 4	0 0 0	2 1 2	
65	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
66	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
67	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
68	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
69	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
70	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
71	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
72	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
73	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
74	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
75	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
76	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
77	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
78	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
79	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
80	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
81	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
82	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
83	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
84	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
85	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
86	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
87	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
88	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
89	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
90	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
91	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
92	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
93	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
94	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
95	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
96	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
97	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
98	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
99	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	
100	Do.		Do.		R.C.		R.C.		133	133	133	1 7 4	34 10 0	0 0 0	2 1 4	



## List of Schools in operation on the 31st December, 1870.—Province of Connaught: County of Roscommon—continued.

Number.	Parish.	District.	School.	Voted or Not Voted.	Religious Denominations of Minister or Government.		Teachers and Distribution of Teachers.		Attendance for the Year.			Amount paid for Books, Repapers, and Stationery, and for School Fines.	Aid granted by the Board during the year.		Amount of Local Remuneration received in Aid of Salary.	Observations.
					Church of Ireland.	Other.	Presb. Meth. R.C.	Anglican.	Males.	Females.	Total.		In Franchise of Books, Repapers, and Stationery, and for School Fines.	In Subsidy of Books, Repapers, and Stationery, and for School Fines.		
140	Killeshall, Do.	82	Currick, m.		R.C.		R.C.		217	176	217	£ s. d.	£ s. d.	£ s. d.	£ s. d.	Residence free.
141	Do.		Do. f.		R.C.		R.C.		184	184	184	8 10 1	—	—	8 10 1	Do.
142	Leasonaddy, Do.	27	Currick, m.	v.r.	R.C.		R.C.		185	185	185	4 17 7	40 1	8	7 6 0	Residence free.
143	Do.		Do. m.	v.r.	R.C.		R.C.		168	168	168	4 17 7	37 5 0	1	1 17 0	Do.
144	Do.		Do. f.	v.r.	R.C.		R.C.		141	141	141	1 10 8	20 0 0	1	1 3 0	Do.
145	Do.		Do. m.	v.r.	R.C.		R.C.		37	37	37	1 10 8	20 0 0	1	1 3 0	Do.
146	Do.		Do. f.	v.r.	R.C.		R.C.		129	104	233	0 11 9	39 5 0	0	10 17 6	Do.
147	Moore, Do.	38	Mount Welles, m.	v.d.	R.C.		R.C.		93	64	157	0 10 3	37 0 8	2	4 10	Do.
148	Do.		Derrylisban, m.	v.d.	R.C.		R.C.		72	68	140	—	31 16 8	11 13 0	1 9 0	School closed during last quarter.
149	Do.		Barclark, m.	v.d.	R.C.		R.C.		90	84	174	47 1 0	52 0 0	1	1 9 0	Do.
150	Oran, Do.	27	Cleoneidigan, m.	v.d.	R.C.		R.C.		43	183	226	3 4 2	34 8 4	2 3 4	5 18 6	Garden free.
151	Do.		Tulak, m.	v.d.	R.C.		R.C.		133	85	219	65 3 4	57 6 8	5 18 6	13 8 10	Do.
152	Ogulla, Do.		Rahara, m.	v.d.	R.C.		R.C.		73	96	171	62 2 15	69 2 6	2 9 6	—	Do.
153	Do.		Rahara, m.	v.d.	R.C.		R.C.		240	249	249	4 14 7	69 2 6	13 8 10	—	Do.
154	Roseomon, Do.		Roseomon, m.	v.d.	R.C.		R.C.		50	89	139	4 0 0	120 5 0	13 1 2	—	Do.
155	Do.		Do. m.	v.d.	R.C.		R.C.		867	387	212	12 7 7	24 0 0	1 13 5	—	Do.
156	Do.		Do. f.	v.d.	R.C.		R.C.		71	61	132	0 10 5	32 0 0	1 3 0	—	Do.
157	St. John's, Do.		St. John's, m.	v.d.	R.C.		R.C.		107	45	152	1 17 7	61 5 0	3 10 0	—	Do.
158	Do.		Do. f.	v.d.	R.C.		R.C.		101	78	179	2 15 10	30 5 0	4 0 5	—	Do.
159	Do.		Do. m.	v.d.	R.C.		R.C.		102	35	215	0 13 0	10 0 0	2 2 4	—	Do.
160	Do.		Do. f.	v.d.	R.C.		R.C.		64	64	64	1 14 1	43 16 8	7 16 11	—	Do.
161	Do.		Do. m.	v.d.	R.C.		R.C.		231	231	231	0 9 9	107 0 0	43 0 0	—	Do.
162	Do.		Do. f.	v.d.	R.C.		R.C.		167	167	167	0 13 0	34 16 8	1 0 0	—	Do.
163	Do.		Do. m.	v.d.	R.C.		R.C.		643	643	643	7 16 9	35 13 4	4 7 8	—	Do.
164	Do.		Do. f.	v.d.	R.C.		R.C.		168	168	168	0 16 7	10 0 0	2 6 3	—	Do.
165	Do.		Do. m.	v.d.	R.C.		R.C.		129	129	129	2 0 0	46 11 8	7 8 6	—	Do.
166	Do.		Do. f.	v.d.	R.C.		R.C.		147	147	147	4 12 2	36 13 4	4 0 10	—	Do.
167	Do.		Do. m.	v.d.	R.C.		R.C.		108	108	108	2 14 3	16 0 0	5 0 0	—	Do.
168	Do.		Do. f.	v.d.	R.C.		R.C.		137	137	137	2 17 0	63 16 0	11 9 8	—	Do.
169	Do.		Do. m.	v.d.	R.C.		R.C.		210	210	210	4 3 0	34 0 0	6 7 0	—	Do.
170	Do.		Do. f.	v.d.	R.C.		R.C.		122	122	122	1 10 6	74 0 0	22 0 0	—	Do.
171	Do.		Do. m.	v.d.	R.C.		R.C.		325	325	325	1 10 6	74 0 0	22 0 0	—	Do.
172	Do.		Do. f.	v.d.	R.C.		R.C.		325	325	325	1 10 6	74 0 0	22 0 0	—	Do.





## List of Schools in operation on the 31st December, 1870.—Province of CONNAUGHT: County of SLIGO—continued.

Number.	Ball Number of School.	Parish.	District.	School.	Voted or Non-Voted.	Religious Disqualification of Managers or Overseers.		Scholarship and Disqualification of Teachers.		Attendance for the Year.		Amount paid for the year.		Amount paid by the Board during the year.		Amount of Local Scholarships received in Aid of Salary.	Observations.
						Official.	Exp.	Principal.	Assistant.	Total.	Average during the Year.	At Boarding Schools within the Year.	At Boarding Schools within the Year.	At Boarding Schools within the Year.	At Boarding Schools within the Year.		
11	6494	Ashbury.	-	Curry Ord. Agr.	-	R.C.	-	R.C.	R.C.	330	237	573	118	8 10 7	4 10 0	68 18 4	Residence free.
12	10998	Do.	-	Curwells.	-	R.C.	-	R.C.	R.C.	60	119	52	52	3 9 5	4 10 0	4 8 6	Do.
13	1414	Aghamagh.	-	Do.	-	R.C.	-	R.C.	R.C.	106	106	37	37	2 13 10	47 18 4	2 12 10	Do.
14	8083	Do.	-	Castledillon.	-	R.C.	-	R.C.	R.C.	74	60	134	48	3 6 8	4 0 0	5 1 0	Do.
15	6592	Do.	-	Ballinacorney.	-	R.C.	-	R.C.	R.C.	140	-	140	37	2 13 1	4 0 0	4 3 0	Do.
16	3301	Aburgh.	-	Do.	-	R.C.	-	R.C.	R.C.	143	-	143	47	1 8 11	33 15 0	24 6 1	Do.
17	3302	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	118	118	43	43	1 14 0	44 0 0	24 6 0	Do.
18	3759	Do.	-	Grange.	-	R.C.	-	R.C.	R.C.	-	-	64	64	1 6 7	-	-	Do.
19	10476	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	-	-	47	47	0 12 5	-	-	Do.
20	4353	Do.	-	Cliffoney.	-	R.C.	-	R.C.	R.C.	168	-	168	55	10 2 5	29 10 5	40 10 5	Do.
21	3774	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	191	191	74	74	6 6 15	47 5 0	10 13 8	Do.
22	9034	Do.	-	Mount Temple.	-	R.C.	-	R.C.	R.C.	89	80	175	51	2 16 1	35 5 0	1 12 3	Do.
23	4618	Do.	-	Castledillon.	-	R.C.	-	R.C.	R.C.	143	-	143	48	3 3 5	60 16 8	10 10 8	Do.
24	4104	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	133	133	48	48	3 3 9	16 0 0	15 0 0	Do.
25	9847	Do.	-	Inishmurray Island.	-	R.C.	-	R.C.	R.C.	27	23	50	25	1 12 6	43 0 0	0 1 8	Do.
26	5612	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	81	67	148	64	2 2 7	39 10 0	1 18 6	Do.
27	6372	Do.	-	Malleshmore.	-	R.C.	-	R.C.	R.C.	101	133	229	49	2 2 7	28 10 0	0 0 0	Do.
28	1413	Ballyvaughan.	-	Do.	-	R.C.	-	R.C.	R.C.	178	-	178	45	0 11 6	93 10 8	3 0 6	Do.
29	1626	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	153	151	131	41	3 0 7	30 0 0	2 6 6	Do.
30	1347	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	103	103	103	47	3 8 5	33 10 4	2 4 1	Do.
31	1625	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	136	135	51	51	1 8 1	27 10 0	1 8 6	Do.
32	7410	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	109	87	87	33	3 6 3	36 16 8	4 7 6	Do.
33	9923	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	103	111	211	68	3 2 2	21 0 0	3 18 3	Do.
34	6240	Ballyvaughan.	-	Do.	-	R.C.	-	R.C.	R.C.	103	89	187	66	8 16 3	6 13 4	4 2 1	Do.
35	18489	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	124	128	220	81	9 15 10	53 10 8	4 9 0	Do.
36	8010	Ballyvaughan.	-	Do.	-	R.C.	-	R.C.	R.C.	130	93	228	55	1 10 0	59 0 0	4 9 0	Do.
37	9040	Ballyvaughan.	-	Do.	-	R.C.	-	R.C.	R.C.	63	75	146	66	1 11 4	54 0 0	0 10 0	Do.
38	4545	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	47	47	70	37	1 7 0	4 0 0	0 4 0	Do.
39	4219	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	73	58	60	37	-	-	-	Do.
40	7808	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	-	-	60	37	-	-	-	Do.
41	10473	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	-	-	60	37	-	-	-	Do.
42	10474	Do.	-	Do.	-	R.C.	-	R.C.	R.C.	-	-	60	37	-	-	-	Do.



## List of Schools in operation on the 31st December, 1870.—Province of CONNAUGHT: County of SLIGO.—continued.

Number.	Parish.	District.	School.	Vol. of Reg. Vouch.	Religious Instruction or Catechism		Number and Designation of Teachers.		Attendance for this Year.			Annual paid for Salaries, Expenses, and at Exchange Prices.	AM granted by the Board during the Year.		Amount of Local Endowments received in Aid of Salary.	Observations.
					Ordinal.	Lat.	Principal.	Assist.	Total number of Pupils on Rolls within the Year.	Males.	Females.		In Families of Paupers, Regimental, and Apprentices.	In Salaries, Fees, and Gratuities.		
85	Killary.	10	Ballintogher, m.	A.	R.C.	-	-	-	110	110	-	1 17 0	-	30 18 4	4 5 0	
86	Do.	-	Do. f.	A.	R.C.	-	-	-	81	81	-	2 5 0	-	29 18 4	2 12 0	
87	Do.	-	Do. f.	-	R.C.	-	R.C.	-	89	208	-	5 10 9	-	71 11 8	12 1 0	Residence free.
88	Killarney.	22	Cloombagh.	-	R.C.	-	R.C.	-	131	141	273	45	3 2 2	42 18 4	2 8 0	Do.
89	Do.	-	Do.	-	R.C.	-	R.C.	-	79	80	153	76	1 8 8	32 0 0	7 0 0	
90	Killarney.	20	Farranmore, m.	-	R.C.	-	R.C.	-	90	81	180	64	3 0 4	35 0 0	5 10 0	
91	Do.	-	Do.	-	R.C.	-	R.C.	-	49	04	103	26	1 10 8	20 0 0	1 1 0	
92	Do.	-	Do.	-	R.C.	-	-	-	-	-	-	-	-	10 0 0	-	No returns; school closed.
93	Do.	-	Do.	-	R.C.	-	-	-	-	-	-	-	-	-	-	
94	Do.	-	Do.	-	R.C.	-	-	-	-	-	-	-	-	-	-	
95	Do.	-	Do.	-	R.C.	-	-	-	-	-	-	-	-	-	-	
96	Do.	-	Do.	-	R.C.	-	-	-	-	-	-	-	-	-	-	
97	Do.	-	Do.	-	R.C.	-	-	-	-	-	-	-	-	-	-	
98	Killaspiggle, m.	12	Grange Ormsby.	P.L.	R.C.	-	-	-	12	31	-	1 4 11	-	20 0 0	5 0 8	
99	Do.	-	Do.	-	R.C.	-	R.C.	-	60	54	134	26	1 5 11	18 0 0	0 4 7	
100	Do.	-	Do.	-	R.C.	-	R.C.	-	69	64	183	85	1 0 8	18 0 0	1 5 0	
101	Do.	-	Do.	-	R.C.	-	R.C.	-	24	20	44	21	0 12 3	63 0 0	11 1 0	
102	Killarney.	22	Conny Island.	-	R.C.	-	R.C.	-	144	124	268	111	3 4 9	67 8 4	3 10 0	
103	Do.	-	Do.	-	R.C.	-	R.C.	-	151	140	291	94	2 19 5	37 10 0	4 10 0	
104	Do.	-	Do.	-	R.C.	-	R.C.	-	117	117	-	87	1 15 8	40 5 0	0 15 0	
105	Do.	-	Do.	-	R.C.	-	R.C.	-	194	184	56	4 7 11	54 5 0	15 0 0	1 11 1	
106	Do.	-	Do.	-	R.C.	-	R.C.	-	134	133	237	83	1 7 0	15 0 0	1 11 1	
107	Do.	-	Do.	-	R.C.	-	R.C.	-	93	82	24	-	0 17 8	19 13 4	0 5 2	
108	Do.	-	Do.	-	R.C.	-	R.C.	-	59	58	-	31	6 14 3	44 0 0	0 17 0	School closed, unrepaired, 10439, 10440.
109	Do.	-	Do.	-	R.C.	-	R.C.	-	59	58	-	34	-	-	-	
110	Do.	-	Do.	-	R.C.	-	R.C.	-	26	63	80	48	-	-	-	
111	Do.	-	Do.	-	R.C.	-	R.C.	-	127	08	223	63	2 15 10	37 0 0	1 18 0	
112	Do.	-	Do.	-	R.C.	-	R.C.	-	45	42	63	43	3 10 0	44 10 8	8 0 0	
113	Do.	-	Do.	-	R.C.	-	R.C.	-	112	91	203	61	3 3 6	60 8 4	3 17 0	
114	Do.	-	Do.	-	R.C.	-	R.C.	-	70	68	123	38	1 12 0	35 1 8	1 0 8	
115	Do.	-	Do.	-	R.C.	-	R.C.	-	108	91	107	48	-	30 15 0	4 0 0	
116	Do.	-	Do.	-	R.C.	-	R.C.	-	67	57	131	57	1 7 10	40 0 0	8 6 0	
117	Do.	-	Do.	-	R.C.	-	R.C.	-	102	110	221	45	1 37 7	40 0 0	8 6 0	
118	Do.	-	Do.	-	R.C.	-	R.C.	-	103	110	221	68	3 2 0	40 19 4	3 11 0	
119	Do.	-	Do.	-	R.C.	-	R.C.	-	145	171	312	53	1 11 0	49 8 8	3 11 0	



## SUMMARY of the foregoing 6,806 Schools in COUNTIES and PROVINCES.

Counties and Provinces.	No. of Schools.	Attendance for the Year.				Amount paid for Books, Requisites, and Apparatus, at Reduced Prices.	Aid granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.
		Total number of Pupils on Rolls within the year.			Average Daily Attendance.		In Free School of Books, Requisites, and Apparatus.	In Scholarships, Travelling, and other Gratifications.		
		Males.	Females.	Total.						
ULSTER :										
Antrim, . . .	510	47,463	42,479	89,942	29,757	1,894 12 0	171 10 10	21,174 10 1	7,500 17 11	
Armagh, . . .	201	16,021	14,206	30,227	11,898	662 17 10	110 11 5	9,321 13 8	2,365 3 1	
Cavan, . . .	263	10,861	14,396	25,257	9,810	438 5 8	15 9 9	7,074 1 1	881 3 0	
Donegal, . . .	333	21,096	17,618	38,714	12,803	652 11 4	40 16 4	10,585 10 10	1,625 2 4	
Down, . . .	343	20,503	24,539	45,042	20,647	1,232 17 2	131 13 9	27,103 15 9	8,875 1 6	
Fermanagh, . .	105	8,072	6,832	14,904	5,768	271 1 1	26 13 2	3,289 16 6	610 13 1	
Londonderry, .	236	14,597	12,834	27,431	9,982	705 12 0	68 10 3	3,765 8 8	2,219 1 7	
Monaghan, . .	108	12,492	19,090	31,582	6,977	441 18 3	81 1 7	3,787 4 5	1,638 12 5	
Tyrone, . . .	334	20,804	17,644	38,448	12,709	711 1 4	50 5 2	10,030 11 11	2,262 10 1	
Total, . . .	2,526	187,340	162,950	350,290	117,451	7,038 19 2	540 11 5	25,483 13 2	24,786 16 10	
MUNSTER :										
Clare, . . .	207	15,888	14,901	30,789	11,685	648 12 1	37 2 2	9,350 0 11	1,300 0 3	
Cork, . . .	501	43,849	49,931	93,780	41,393	2,177 14 4	178 5 9	22,482 11 0	5,865 11 4	
Kerry, . . .	204	21,500	21,969	43,469	18,543	930 14 2	47 16 3	11,835 4 4	2,636 9 2	
Limerick, . . .	224	17,803	21,552	39,355	16,475	875 27 8	162 1 7	18,049 2 1	3,270 0 2	
Tipperary, . .	283	20,494	21,230	41,724	10,463	974 14 6	58 12 8	11,793 16 1	3,237 6 3	
Waterford, . .	110	7,533	8,159	15,692	6,560	362 12 6	39 14 4	5,612 5 9	1,407 0 9	
Total, . . .	1,689	121,622	127,784	249,406	111,124	5,949 5 2	464 14 9	36,412 0 2	17,025 2 10	
LEINSTER :										
Carlow, . . .	61	3,750	4,314	8,064	3,064	160 11 2	3 0 0	2,543 13 2	317 12 13	
Dublin, . . .	233	23,708	20,560	44,268	10,286	1,310 19 4	232 4 0	17,092 19 10	4,234 3 8	
Kildare, . . .	104	6,591	9,317	15,908	6,032	341 17 0	19 17 8	4,450 1 0	816 12 1	
Kilkenny, . . .	179	9,758	10,615	20,373	8,256	433 4 1	59 7 3	6,960 10 8	1,154 12 0	
King's, . . .	102	6,630	7,193	13,823	5,108	292 18 3	29 18 8	4,334 19 1	611 17 1	
Longford, . . .	96	6,837	6,181	13,018	4,778	228 14 8	8 5 0	3,114 18 3	535 8 1	
Louth, . . .	92	6,600	7,394	13,994	4,078	270 2 1	15 9 0	3,622 12 2	487 16 7	
Meath, . . .	174	9,106	7,930	17,036	5,691	283 16 4	28 7 9	5,548 10 8	1,131 0 2	
Queen's, . . .	66	6,417	6,502	12,919	4,870	270 17 4	12 8 7	3,380 18 0	796 0 9	
Westmeath, . .	120	7,348	7,816	15,164	5,342	326 4 5	46 9 9	3,900 9 4	600 12 2	
Wexford, . . .	148	7,832	9,612	17,444	6,414	348 11 10	18 19 10	4,404 18 1	858 3 18	
Wicklow, . . .	68	6,421	6,220	12,641	4,762	248 7 4	22 2 5	3,472 13 0	1,081 0 10	
Total, . . .	1,503	101,111	114,201	215,312	78,282	4,938 3 10	571 14 10	32,972 10 4	13,132 6 3	
CONNAUGHT :										
Galway, . . .	287	22,640	20,532	43,172	18,791	678 5 0	64 19 11	6,708 3 2	133 19 6	
Leitrim, . . .	188	12,574	11,105	23,679	7,796	362 13 3	38 0 0	5,939 7 4	729 10 0	
Mayo, . . .	273	26,429	21,107	47,536	13,453	661 4 10	87 8 9	9,947 3 1	1,406 13 4	
Roscommon, . .	199	16,721	17,903	34,624	10,319	593 10 7	16 10 2	7,712 9 11	1,389 6 10	
Sligo, . . .	142	11,328	10,545	21,873	7,601	348 10 11	62 9 10	5,285 1 7	332 4 0	
Total, . . .	1,089	89,691	80,292	169,983	52,302	2,590 4 7	263 18 0	37,515 1 0	3,565 1 5	
SUMMARY :										
Ulster, . . .	2,526	187,340	162,950	350,290	117,451	7,038 19 2	540 11 5	25,483 13 2	24,786 16 10	
Munster, . . .	1,689	121,522	127,784	249,310	111,124	5,949 5 2	464 14 9	36,412 0 2	17,025 2 10	
Leinster, . . .	1,503	101,111	114,201	215,312	78,282	4,938 3 10	571 14 10	32,972 10 4	13,132 6 3	
Connaught, . .	1,089	89,691	80,292	169,983	52,302	2,590 4 7	263 18 0	37,515 1 0	3,565 1 5	
Total, . . .	6,807	509,664	465,227	975,185	359,159	20,171 12 9	1,848 19 0	102,382 13 11	48,950 2 6	

## APPENDIX I.

LIST of SIXTY-EIGHT SCHOOLS on the Suspended List at end of year 1870.

County.	District No.	Parish.	School.	Roll No.
Antrim, . . .	8	Carrickfergus, . . .	Carrickfergus, . . .	m. 31
Do., . . .	8	Tullyrask, . . .	Dendred, . . .	f. 5537
Do., . . .	8	Shankill, . . .	Cavehill, . . .	f. 6683
Armagh, . . .	11	Do., . . .	Doogher, . . .	f. 3460
Cavan, . . .	23	Annaghcliffe, . . .	Corlough, . . .	. 129
Do., . . .	31	Killesnohra, . . .	Coronary, . . .	m. 143
Do., . . .	23	Annaghcliffe, . . .	Coolboyogun, . . .	f. 158
Do., . . .	24	Mullagh, . . .	Kilkeel, . . .	f. 2534
Do., . . .	23	Annagh, . . .	Kilmeek, . . .	. 8376
Denegal, . . .	2	Muff, . . .	Tore, . . .	f. 2909
Do., . . .	2	Fahan, Lower, . . .	Tullylish, . . .	. 3264
Do., . . .	1	Conwal, . . .	Templeenglas, . . .	f. 8002
Fermanagh, . . .	13	Magheraculmoney, . . .	Tullykeilly, . . .	. 286
Londonderry, . . .	2	Templemore, . . .	Shantallagh, . . .	. 1530
Do., . . .	2	Do., . . .	Moilean, . . .	m. 1579
Do., . . .	2	Do., . . .	Do., . . .	f. 1571
Do., . . .	7	Tamlaght O'Crilly, . . .	Drumgarra, . . .	f. 2486
Monaghan, . . .	10	Tedavnet, . . .	Tullycassan, . . .	f. 4653
Tyrone, . . .	14	Glogher, . . .	Eakra, . . .	m. 288
Do., . . .	6	Donaghaddy, . . .	Donaghaddy, . . .	. 1260
Do., . . .	14	Glogher, . . .	Eakra, . . .	f. 1090
Do., . . .	18	Kilkerri, . . .	Fuglish, . . .	f. 5577
Clare, . . .	42	Drumcliffe, . . .	Newtownstackpoole, . . .	m. 443
Do., . . .	42	Kilmeen, . . .	Caherballing, . . .	m. 3198
Do., . . .	42	Do., . . .	Do., . . .	f. 3139
Do., . . .	42	Drumcliffe, . . .	Newtownstackpoole, . . .	f. 5314
Cork, . . .	50	Brigson, . . .	Mitchelstown, . . .	m. 504
Do., . . .	56	Do., . . .	Do., . . .	f. 565
Do., . . .	60	Barney, . . .	Barney, . . .	f. 1542
Do., . . .	56	Ardsaghey, . . .	Kilbandine, . . .	. 3049
Do., . . .	56	Kilmichael, . . .	Deemleigh, . . .	f. 3509
Do., . . .	56	Britway, . . .	Britway, . . .	f. 3894
Do., . . .	56	Donacalla, . . .	Steehanling, . . .	. 4136
Kerry, . . .	54	Ingles, . . .	Do., . . .	m. 1278
Do., . . .	57	Kessara, . . .	Kessara, . . .	f. 2856
Do., . . .	58	Tuost, . . .	Varus, . . .	f. 7122
Tipperary, . . .	36	Cloughjordan, . . .	Carney, . . .	m. 2076
Waterford, . . .	48	Tallow, . . .	Kilkeel, . . .	m. 3490
Do., . . .	53	Mathill, . . .	Coolshanna, . . .	f. 4137
Do., . . .	48	Tallow, . . .	Ballydaff, . . .	f. 4818
Dublin, . . .	30	Grangogormas, . . .	St. Peter's, . . .	f. (2) 7717
Kildare, . . .	44	Dunmungan, . . .	Levitstown, . . .	f. 2712
Kilkenny, . . .	39	Powestown, . . .	Skewinstown, . . .	. 1155
Do., . . .	49	Lisnaving, . . .	Mullinakil, . . .	f. 3877
Do., . . .	47	Aghaviller, . . .	Newmarket, . . .	. 6518
King's, . . .	41	Killride, . . .	Tallamore, . . .	m. 829
Do., . . .	36	Bier, . . .	Thomestown, . . .	f. 2414
Longford, . . .	28	Columbkil, . . .	Glouce, . . .	. 2372
Do., . . .	28	Clonahard, . . .	Clonahard, . . .	f. 2091
Louth, . . .	25	Drumshellan, . . .	Kellytown, . . .	m. 1886
Do., . . .	25	Rathdrummin, . . .	Walshstown, . . .	m. 1593
Do., . . .	25	Termonfeckin, . . .	Cartown, . . .	f. 2004
Meath, . . .	25	Kilshaha, . . .	Mount Hanover, . . .	f. 1178
Do., . . .	25	Cushinstown, . . .	Cushinstown, . . .	f. 8147
Do., . . .	29	Kilnakey, . . .	Carols, . . .	f. 3812
Do., . . .	29	Trim, . . .	Phillinstown, . . .	. 4599
Westmeath, . . .	33	Mullingar, . . .	Mullingar, . . .	m. 933
Do., . . .	33	Ballymarin, . . .	Newbrady, . . .	m. 1313
Wexford, . . .	50	Ballyhoge, . . .	Galbally, . . .	f. 1491
Galway, . . .	32	Abbey, . . .	Briensfield, . . .	. 890
Do., . . .	35	Lickerig, . . .	Lickerig, . . .	f. 1009
Do., . . .	36	Ballinakil, . . .	Tully, . . .	. 1319
Do., . . .	43	Kilbennaty, . . .	Killadeen, . . .	m. 1325
Do., . . .	43	Do., . . .	Do., . . .	f. 1820
Do., . . .	34	Kilcummin, . . .	Outead, . . .	f. 4787
Do., . . .	35	Kilmalinague, . . .	Boloy, . . .	m. 1006
Mayo, . . .	21	Kilconduff, . . .	Swinsford, . . .	i. 2031
Do., . . .	20	Crossmolina, . . .	Richmond, . . .	m. 4010

## APPENDIX K.

LIST of ONE HUNDRED and FORTY-EIGHT SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1870.

## ULSTER—28 Schools.

## COUNTY OF ANTRIM, . . . . . 3 Schools.

Roll No.	Parish.	Burses No.	School.	No. of Schools.	Number of Pupils to be accommodated.			If Lease granted, how School is rented.
					Males.	Females.	Total.	
10278	Shankill, . . .	9	Porter's, . . m.	1	75	—	75	} In Board. In Trustees.
10279	Do. . . . .	—	Do. . . f.	2	—	75	75	
10377	Kilwaughter, . .	8	Millbrook, . .	3	60	40	100	
			Total, . . .	3	135	115	250	

## COUNTY OF ARMAUGH, . . . . . NIL.

## COUNTY OF CAVAN, . . . . . 1 School.

9843	Knockbride, . .	24	Derrydamp, . .	1	40	20	60	} In Board.
			Total, . . .	1	40	20	60	

## COUNTY OF DONEGAL, . . . . . 7 Schools.

9141	Drumholme, . .	5	Laghey, . . .	1	40	20	60	} In Board.
9142	Inishmacolm, . .	—	Bundoran, . . m.	2	75	—	75	
9143	Do. . . . .	—	Do. . . f.	3	—	75	75	
9685	Killaghtee, . .	—	Drinduff, . .	4	40	20	60	
10163	Inishkeel, . .	—	Gleenties, . .	5	60	40	100	
10166	Do. . . . .	—	Glenelvan, . .	6	40	35	75	
10424	Do. . . . .	—	Letterkenny, . .	7	40	35	75	
			Total, . . .	7	295	225	520	

## COUNTY OF DOWN, . . . . . 3 Schools.

10150	Killyleagh, . .	10	Killyleagh, . . m.	1	100	—	100	} In Board.
10151	Do. . . . .	—	Do. . . f.	2	—	100	100	
10152	Do. . . . .	—	Do. . . l.	3	60	50	100	
			Total, . . .	3	150	150	300	

## COUNTY OF FERMANAGH, . . . . . 2 Schools.

7868	Cleenish, . . .	13	Mullaghduff, . .	1	40	35	75	} In Board. In Trustees.
10141	Roskeer, . . .	18	Corseola, . . .	2	60	60	120	
			Total, . . .	2	100	95	195	

## COUNTY OF LONDONDERRY, . . . . . 4 Schools.

9559	Greenlough, . .	7	Mourcystaghan, . .	1	40	35	75	} In Trustees. In Board. Do.
9831	Maghern, . . .	—	Gulladuff, . . .	2	40	35	75	
16028	Dunboe, . . .	3	Ballybuck, . . .	3	60	60	120	
10044	Killowen, . . .	—	Ornagh Hill, . .	4	40	35	75	
			Total, . . .	4	180	165	345	



List of One Hundred and Forty-eight Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1870.—**ULSTER**—continued.

**COUNTY OF MONAGHAN,** . . . 5 Schools.

Roll No.	Parish.	District No.	School	No. of Scholars	Number of Pupils to be accommodated.			If Lease executed, how School is vested.
					Males.	Females.	Total.	
10417	Anglianmullan, . .	24	Corlat, . . .	1	40	20	60	In Trustees.
10425	Emstris, . . .	18	Corranmean, . m.	2	75	—	75	—
10430	Do. . . . .	—	Do. . . . f.	3	—	75	75	—
10451	Kilmore, . . .	—	Tappa, . . .	4	60	40	100	—
10452	Drummat, . . .	—	Drumshenny, . .	5	60	60	120	—
Total, . . .				5	235	185	420	

**COUNTY OF TYRONE,** . . . 3 Schools.

10155	Ardstraw, . . .	6	Aldoghal, . . .	1	60	40	100	} In Board.
10180	Dr. Longfield, . .	14	Mulnavar, . . .	2	40	85	75	
10237	Donnavey, . . .	—	Corryglass, . . .	3	60	60	120	
Total, . . .				3	160	135	295	

**MUNSTER—90 Schools.**

**COUNTY OF CLARE,** . . . 16 Schools.

9678	Kilmacduane, . .	45	Oceanview, . . m.	1	75	—	75	In Trustees.
9681	Do. . . . .	—	Do. . . . f.	2	—	75	75	Do.
9679	Do. . . . .	—	Atlantic, . . m.	3	75	—	75	—
9683	Do. . . . .	—	Do. . . . f.	4	—	75	75	—
9684	Killard, . . . .	—	Killard, . . . m.	5	100	—	100	In Board.
9686	Do. . . . .	—	Do. . . . f.	6	—	100	100	Do.
10150	Kilmurry Ibrickan, .	—	Moghara, . . .	7	50	60	120	In Trustees.
10191	Do. . . . .	—	Coora, . . .	8	60	60	120	Do.
10245	Moyarta, . . . .	—	Carrigaholt, . . m.	9	150	—	150	Do.
10246	Do. . . . .	—	Do. . . . f.	10	—	150	150	Do.
10318	Kilballyowen, . .	—	Kilbaha, . . . m.	11	75	—	75	Do.
10319	Do. . . . .	—	Do. . . . f.	12	—	75	75	Do.
10320	Kilfidane, . . . .	—	Effernan, . . .	13	60	40	100	In Board.
10321	Clondregad, . . .	—	Liscassary, . . .	14	60	60	120	—
10322	Do. . . . .	—	Fergus View, . .	15	50	60	120	In Trustees.
10323	Do. . . . .	—	Shannon View, . .	16	50	60	120	Do.
Total, . . .				16	835	615	1,450	

**COUNTY OF CORK,** . . . 17 Schools.

9144	Kilboia, . . . .	55	Curra, . . . m.	1	75	—	75	—
9145	Do. . . . .	—	Do. . . . f.	2	—	75	75	—
9162	Kilmacogue, . . .	50	Belgesley, . . .	3	60	40	100	In Trustees.
9167	Drumscariff, . . .	55	Derrygalun, . . m.	4	150	—	150	In Board.
9168	Do. . . . .	—	Do. . . . f.	5	—	150	150	Do.
9169	Kilbentherine, . .	50	Kilmacowan, . . m.	6	75	—	75	Do.
9149	Do. . . . .	—	Do. . . . f.	7	—	75	75	Do.
9170	Drishane, . . . .	55	Hollymount, . . m.	8	60	—	60	In Trustees.
9171	Do. . . . .	—	Do. . . . f.	9	—	60	60	Do.
10090	Kilbelista, . . . .	59	Burra, . . .	10	40	35	75	Do.
10243	Desortourges, . . .	—	Abiehill, . . . m.	11	75	—	75	Do.
10214	Do. . . . .	—	Do. . . . f.	12	—	75	75	Do.
10226	Kilnamartyry, . .	55	Reenanree, . . .	13	75	75	150	Do.

List of One Hundred and Forty-eight Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1870—MUNSTER—continued.

## COUNTY OF CORK—continued.

Sch. No.	Parish.	District No.	School.	No. of Schools.	Number of Pupils to be accommodated.			If Lease erected, how School is vested.
					Males.	Females.	Total.	
10361	Kiltheen, . . .	55	Droomanarigle, m.	14	75	—	75	In Trustees, Do, Do, Do.
10362	Do. . . . .	—	Do. . . . . f.	15	—	75	75	
10378	Do. . . . .	—	Rossmore, . m.	16	75	—	75	
10379	Do. . . . .	—	Do. . . . . f.	17	—	75	75	
Total, . . .				17	700	735	1,495	

## COUNTY OF KERRY, . . . . . 40 Schools.

7843	Kilshinane, . . .	51	Rathoe, . . . m.	1	50	—	50	In Trustees, Do.
7844	Do. . . . .	—	Do. . . . . f.	2	—	50	50	
9650	Kilcummin, . . .	57	Meenagoge, . m.	3	100	—	100	Do.
9651	Do. . . . .	—	Do. . . . . f.	4	—	100	100	
9678	Caher, . . . . .	—	Aughakeld, . m.	5	100	—	100	In Board.
9679	Do. . . . .	—	Do. . . . . f.	6	—	100	100	
10014	Kilcummin, . . .	—	Coolick, . . . m.	7	75	—	75	Do.
10018	Do. . . . .	—	Do. . . . . f.	8	—	75	75	
10019	Kilgarryhoad, . .	—	Fibonagh, . . m.	9	100	—	100	In Trustees.
10017	Do. . . . .	—	Do. . . . . f.	10	—	100	100	
10049	Kilbarney, . . .	—	Longgallane, m.	11	120	—	120	In Board.
10057	Killiney, . . . .	54	Carrigahoe, m.	12	100	—	100	
10059	Do. . . . .	—	Do. . . . . f.	13	—	100	100	Do.
10070	Armagh, . . . .	—	Derrybeg, . . m.	14	75	—	75	
10077	Do. . . . .	—	Do. . . . . f.	15	—	75	75	Do.
10098	Kilrohane, . . .	57	Latterlish, . m.	16	75	—	75	
10099	Do. . . . .	—	Do. . . . . f.	17	—	75	75	In Board.
10100	Do. . . . .	—	Glanlough, . m.	18	75	—	75	
10101	Do. . . . .	—	Do. . . . . f.	19	—	75	75	Do.
10102	Do. . . . .	—	Derrybeg, . . m.	20	40	35	75	
10167	Nahaval, . . . .	54	Nahaval, . . . m.	21	75	—	75	In Trustees.
10326	Do. . . . .	—	Do. . . . . f.	22	—	75	75	
10112	Lispola, . . . .	—	Micard Castle, .	23	50	50	100	Do.
10230	Kilrohane, . . .	57	Caherchapel, . m.	24	100	—	100	
10240	Do. . . . .	—	Do. . . . . f.	25	—	100	100	In Board.
10241	Do. . . . .	—	Bannister, . . m.	26	100	—	100	
10242	Do. . . . .	—	Do. . . . . f.	27	—	100	100	Do.
10261	Do. . . . .	—	Blackwater-bridge,	28	40	35	75	
10260	O'Brennan, . . .	54	Meeng, . . . .	29	30	20	50	In Trustees.
10310	Killiglinney, . .	—	Glanshinga, . .	30	50	50	100	
10321	Kilconlon, . . .	—	Beale, . . . .	31	50	50	100	Do.
10398	Kilcummin, East, .	57	Tarmonhill, . .	32	50	50	100	
10394	Ballinculane, . .	54	Kilmurry, . . . m.	33	100	—	100	Do.
10385	Do. . . . .	—	Do. . . . . f.	34	—	100	100	
10403	Ballyheige, . . .	—	Glonderry, . . m.	35	75	—	75	Do.
10404	Do. . . . .	—	Do. . . . . f.	36	—	75	75	
10420	Kilconlay, . . .	—	Rahavassig, . . m.	37	75	—	75	Do.
10421	Do. . . . .	—	Do. . . . . f.	38	—	75	75	
10462	Killoggin, . . .	57	Douglas, . . . m.	39	100	—	100	Do.
10463	Do. . . . .	—	Do. . . . . f.	40	—	100	100	
Total, . . .				40	1,885	1,715	3,600	

## COUNTY OF LINCOLN, . . . . . 9 Schools.

9820	Coreomohide, . .	52	Ballygran, . . . m.	1	75	—	75	In Trustees.
9821	Do. . . . .	—	Do. . . . . f.	2	—	75	75	
9832	Killingbolchane, .	—	Broadford, . . m.	3	100	—	100	Do.
9853	Do. . . . .	—	Do. . . . . f.	4	—	100	100	
10167	Killeady, . . . .	—	Mount Collins, m.	5	100	—	100	Do.
10108	Do. . . . .	—	Do. . . . . f.	6	—	100	100	
10220	Brurea, . . . .	46	Brurea, . . . . f.	7	—	100	100	In Board.
10318	Kilkenny, . . . .	51	Larriga, . . . . m.	8	75	—	75	
10317	Do. . . . .	—	Do. . . . . f.	9	—	75	75	In Trustees.
Total, . . .				9	350	450	800	

List of One Hundred and Forty-eight Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1870—MUNSTER—continued.

## COUNTY OF TIPPERARY, . . . 8 Schools.

Sch. No.	Parish.	District No.	School.	No. of Schools.	Number of Pupils to be accommodated.			If Lease granted, how School vested.
					Males.	Females.	Total.	
10200	Cahir, . . .	58	Garryelagher, . .	1	40	35	75	—
10201	Do. . . . .	—	Ballingarry, . . .	2	40	35	75	—
10232	Grange, . . .	—	Garnavilla, . . .	3	40	35	75	In Board.
10234	Carbally, . . .	36	Bullinaskill, . . .	4	40	30	60	Do.
10433	Templeclary, . .	40	Ballagh, . . m.	5	100	—	100	—
10433	Do. . . . .	—	Do. . . f.	6	—	100	100	—
10433	Do. . . . .	—	Rosadrehid, . . m.	7	75	—	75	—
10434	Do. . . . .	—	Do. . . f.	8	—	75	75	—
Total, . . .				8	335	300	635	

## COUNTY OF WATERFORD, . . . NIL.

## LEINSTER—12 Schools.

## COUNTY OF CARLOW, . . . NIL.

## COUNTY OF DUBLIN, . . . 1 School.

9357	Clondalkin, . . .	37	Clondalkin Village, . .	1	40	35	75	In Trustees.
Total, . . .				1	40	35	75	

## COUNTY OF KILDARE, . . . NIL.

## COUNTY OF KILKENNY, . . . 1 School.

9314	Kilhamo, . . .	47	Kilhamo, . . .	1	60	40	100	In Board.
Total, . . .				1	60	40	100	

## KING'S COUNTY, . . . NIL.

## COUNTY OF LONGFORD, . . . 8 Schools.

9340	Mohill, . . .	28	Ederelena, . . m.	1	75	—	75	In Trustees.
9341	Do. . . . .	—	Do. . . f.	2	—	75	75	
10022	Kilroe, . . .	—	Drumlish, . . m.	3	75	—	75	Do.
10023	Do. . . . .	—	Do. . . f.	4	—	75	75	
10236	Clontarf, . . .	—	Clontarf, . . m.	5	75	—	75	Do.
10239	Do. . . . .	—	Do. . . f.	6	—	75	75	
10344	Do. . . . .	—	Garrawhill, . . m.	7	75	—	75	Do.
10345	Do. . . . .	—	Do. . . f.	8	—	75	75	
Total, . . .				8	300	300	600	

## COUNTY OF LOUTH, . . . NIL.

## COUNTY OF MEATH, . . . NIL.

## QUEEN'S COUNTY, . . . NIL.

## COUNTY OF WESTMEATH, . . . NIL.

List of One Hundred and Forty-eight Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1870—*LINCOLN—continued.*

## COUNTY OF WEXFORD, . . . 1 School.

Roll No.	Parish.	District No.	School.	No. of Schools.	Number of Pupils to be accommodated.			If Lease granted, how School valued.
					Males.	Females.	Total.	
10230	Carrick, . . .	50	Barnstown, . . .	1	60	40	100	In Trustees.
			Total, . . .	1	60	40	100	

## COUNTY OF WICKLOW, . . . 1 School.

10111	Blessington, . . .	37	Lacken, . . .	1	60	40	100	In Board.
			Total, . . .	1	60	40	100	

## CONNAUGHT—18 Schools.

## COUNTY OF GALWAY, . . . 7 Schools.

8838	Killarna, . . .	32	Headford, . . m.	1	100	—	100	In Trustees.
8838	Do. . . . .	—	Do. . . . . f.	2	—	100	100	
8974	Do. . . . .	—	Clara, . . . m.	3	100	—	100	—
8975	Do. . . . .	—	Do. . . . . f.	4	—	100	100	—
8973	Killenny, . . .	—	Cloghaneower, . . .	5	60	40	100	—
10455	Do. . . . .	27	Clonsilla, . . . m.	6	75	—	75	—
10456	Do. . . . .	—	Do. . . . . f.	7	—	75	75	—
			Total, . . .	7	335	315	650	

## COUNTY OF LEITRIM, . . . 2 Schools.

8976	Kiltoghert, . . .	22	Kilnagross, . . .	1	60	40	100	In Trustees.
10259	Innisangrah, . . .	12	Gortnasilla, . . .	2	60	40	100	
			Total, . . .	2	120	100	220	In Board.

## COUNTY OF MAYO, . . . 2 Schools.

10219	Templemore, . . .	21	Redhill, . . . m.	1	100	—	100	—
10236	Do. . . . .	—	Do. . . . . f.	2	—	100	100	—
			Total, . . .	2	100	100	200	

## COUNTY OF ROSCOMMON, . . . 5 Schools.

9406	Kilronan, . . .	22	Ardcollum, . . m.	1	75	—	75	In Trustees.
9407	Do. . . . .	—	Do. . . . . f.	2	—	75	75	
9083	Tibohina, . . .	21	Brierfield, . . .	3	60	40	100	—
10218	Berlin, . . . . .	27	North Yard, . . m.	4	75	—	75	In Board.
10328	Do. . . . .	—	Do. . . . . f.	5	—	75	75	
			Total, . . .	5	210	190	400	

List of One Hundred and Forty-eight Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1870.—CONNAUGHT—continued.

## COUNTY OF SLIGO, . . . . 2 Schools.

Sch. No.	Parish.	District No.	School.	No. of School.	Number of Pupils to be accommodated.			If Less erected, how School vested.
					Males.	Females.	Total.	
10423	Kilcooleman, .	23	Coolevia, . m.	1	75	—	75	} In Trustees.
10423	Do. . . . .	—	Do. . . f.	2	—	75	75	
			Total, . . .	2	75	75	150	

## SUMMARIES IN COUNTIES AND PROVINCES.

SUMMARY OF ULSTER.					SUMMARY OF LEINSTER.				
Counties.	No. of Schools.	Number of Pupils to be accommodated.			Counties.	No. of Schools.	Number of Pupils to be accommodated.		
		Males.	Fem.	Total.			Males.	Fem.	Total.
ANTRIM, . . . .	3	185	115	250	CARLOW, . . . .	—	—	—	—
ARMAGH, . . . .	—	—	—	—	DUBLIN, . . . .	1	40	35	75
CAYAN, . . . .	1	40	20	60	KILDARE, . . . .	—	—	—	—
DONOGAL, . . . .	7	225	225	520	KILKENNY, . . . .	1	80	40	100
DOWN, . . . .	3	150	150	300	KING'S, . . . .	—	—	—	—
FERRISBURGH, . . . .	2	100	95	195	LONGFORD, . . . .	8	300	300	600
LONDONDERRY, . . . .	4	180	165	345	LOUTH, . . . .	—	—	—	—
MONAGHAN, . . . .	5	225	195	430	MEATH, . . . .	—	—	—	—
TROVIE, . . . .	3	160	185	295	QUEEN'S, . . . .	—	—	—	—
<b>Total, . . . .</b>	<b>28</b>	<b>1,205</b>	<b>1,100</b>	<b>2,395</b>	WESTMEATH, . . . .	—	—	—	—
<b>SUMMARY OF MUNSTER.</b>					WICKFORD, . . . .	1	60	40	100
CLARE, . . . .	16	885	815	1,850	WICKLOW, . . . .	1	50	40	100
CORK, . . . .	17	760	735	1,495	<b>Total, . . . .</b>	<b>12</b>	<b>520</b>	<b>455</b>	<b>975</b>
KERRY, . . . .	40	1,885	1,715	3,600	<b>SUMMARY OF CONNAUGHT.</b>				
LIMERICK, . . . .	9	850	450	800	GALWAY, . . . .	7	855	815	650
TIPPERARY, . . . .	8	835	300	635	LEITRIM, . . . .	2	120	100	220
WATERFORD, . . . .	—	—	—	—	MAYO, . . . .	2	100	100	200
<b>Total, . . . .</b>	<b>90</b>	<b>4,165</b>	<b>4,015</b>	<b>8,180</b>	MATRO, . . . .	5	210	190	400
					ROSCOMMON, . . . .	2	75	75	150

## SUMMARY IN PROVINCES OF THE FOREGOING.

Province.	No. of Schools.	Number of Pupils to be accommodated.		
		Males.	Females.	Total.
ULSTER, . . . .	28	1,205	1,100	2,395
MUNSTER, . . . .	90	4,165	4,015	8,180
LEINSTER, . . . .	12	520	455	975
CONNAUGHT, . . . .	18	840	780	1,620
<b>Total, . . . .</b>	<b>148</b>	<b>6,820</b>	<b>6,350</b>	<b>13,170</b>

## APPENDIX L.

L.—LIST of ONE HUNDRED AND TWENTY SCHOOLS to which Grants of Salary and Books were made during the year ended 31st December, 1870.

ULSTER—51 Schools.				COUNTY OF FERMANAGH—7 Schools.			
COUNTY OF ANTRIM—3 Schools.				Bell No.	Parish.	District.	School.
Bell No.	Parish.	District.	School.	10405	Drumkeeran.	5	Banagher.
10336	Shankhill.	8	Cramlin-road.	10418	Devenish.	18	Moyglass.
10338	Do.	8	Holy Cross.	10449	Do.	13	Do.
10339	Do.	8	Do.	10453	Do.	13	Drumcree.
10357	Do.	9	Heracles-place.	10464	Inishmacaint.	13	Churchhill.
10397	Do.	9	Argyle-place.	10467	Eenniskillen.	13	Clabby.
10398	Do.	9	Do.	10477	Aghalurcher.	13	Tully.
10419	Magheracall.	—	Mallaghamcarton.	COUNTY OF LONDONDERRY—4 Schools.			
10435	Shankhill.	8	Tennymount.	10376	Ballinderry.	15	Church hill.
COUNTY OF ARMAGH—5 Schools.				10381	Kilbelagh.	7	Kilbelagh.
10340	Tynan.	18	Drumhillary.	10439	Templemore.	2	Bentley-street.
10355	Mullaghbrack.	10	Ballyseary.	10442	Magherafelt.	7	Magherafelt.
10412	Armagh.	16	Armagh (Workhouse).	COUNTY OF MONAGHAN—3 Schools.			
10450	Tynan.	16	Rave, No. 1.	10357	Muckan.	18	Castleblaney.
10472	Loughgall.	15	Charlemont.	10349	Aghabeg.	18	Glaslough.
COUNTY OF CAVAN—3 Schools.				10441	Todavast.	18	Tinnemore.
10415	Knockbride.	24	Trillickagh.	COUNTY OF TYRONE—5 Schools.			
10432	Donn.	23	Drumavaddy.	10341	Cappagh.	14	Tyrone.
10483	Do.	23	Do.	10342	Bodoney, Upper.	6	Plumbridge.
COUNTY OF DONEGAL—7 Schools.				10343	Do.	6	Do.
10360	Templemore.	6	Craigavonish.	10367	Drumree.	15	Dungannon.
10371	Do.	1	Cruit Island.	10410	Erignil Koozragus.	15	Marree.
10372	Kilbarren.	5	Tullymore.	MUNSTER—20 Schools.			
10374	Killygarvan.	1	Ratimillen.	COUNTY OF CLARE—1 School.			
10409	Caldat.	2	Palmore.	10358	Kilferboy.	45	Spanish Point.
10428	Merville, Lower.	2	Greencastle.	COUNTY OF COBK—3 Schools.			
10444	Cleondara.	1	Ballylin.	10340	St. Anne's (Shanahan).	60	Blackpool.
COUNTY OF DOWN—9 Schools.				10373	Ballymodan.	59	Garraon Omston.
10333	Kilmeed.	10	Ballykeigle.	10308	Moygeely.	48	Gleagowra.
10346	Blaris.	11	Largymore.	10389	Do.	48	Do.
10355	Deumballyroney.	17	Ballyroney.	10418	Kilnagross.	59	Kilnagross.
10406	Comber.	10	Comber.	10470	Rahan.	56	Knuttery.
10407	Do.	10	Do.	10471	Kilnamartery.	55	Conlavanig.
10408	Whitechurch.	10	Ballywalter Park.	10481	Kinnosagh.	59	Coppa.
10414	Knockbride.	10	Lagan Village.				
10440	Comber.	10	Mill-street, Comber.				
10359	Newtownards.	10	Castle Gardens.				

COUNTY OF KERRY—1 School.				COUNTY OF LOUTH.—3 Schools.			
Roll No.	Parish.	District.	School.	Roll No.	Parish.	District.	School.
10401	Glenbeigh, .	57	Bunglish.	10384	Carlingford, .	19	Carlingford.
				10463	Tullyallen, .	25	Tullyallen, f.
				10475	St. Peter's, .	25	Drogheda (Convent).
COUNTY OF LIMERICK—2 Schools.				COUNTY OF MEATH—3 Schools.			
10443	Killsdy, .	52	Mt. Collins, temp.	10356	Monkstown, .	29	Walterstown.
10463	Rochesown, .	51	Sheehan's Cross.	10359	Kilbary, .	25	Hearestown, f.
				10417	Maybogue, .	24	Killagris.
COUNTY OF TIPPERARY—7 Schools.				QUEEN'S COUNTY—1 School.			
10406	Ardcroney, .	36	Ardcroney, temp.	10363	Donaghmore, .	47	Oulshill.
10402	IEA and Off, .						
	West, .	53	Marlfield.				
10416	Finnea, .	36	Finnea.				
10437	Drom, .	43	Drom, f.				
10435	Templetonny, .	53	Ballyporeen, m.				
10437	Do, .	53	Do, f.				
10447	Templemore, .	46	Batehn.				
COUNTY OF WATERFORD—1 School.				COUNTY OF WESTMEATH—1 School.			
10387	Ballyduff, .	48	Ballyduffy.	10426	Mallegar, .	-	Ballynac, m.
LEINSTER—18 Schools.				COUNTY OF WEXFORD—NIL.			
COUNTY OF CARLOW—NIL.				COUNTY OF WICKLOW—1 School.			
COUNTY OF DUBLIN—3 Schools.				10418	Drumhay, .	-	Wicklow (Convent).
10457	Tallaght, .	38	Tallaght, m.				
10450	Do, .	38	Do, f.				
10461	St. Mary's, Donnybrook, .	38	Donnybrook, m.				
COUNTY OF KILDARE—1 School.				CONNAUGHT—31 Schools.			
10454	Bathangan, .	37	Barnavan.	COUNTY OF GALWAY—7 Schools.			
COUNTY OF KILKENNY—3 Schools.				10332	Kilconly, .	32	Ironpool, f.
10445	Ballyragget, .	47	Byrne's Grove, m.	10347	Kilannin, .	34	Tully.
10446	Do, .	47	Do, f.	10368	St. Nicholas, .	34	Galway, Mechanics, Institute.
10478	St. Patrick's, .	47	St. Patrick's, f.	10369	Killyn, .	27	Windfield.
				10375	Donmore, .	39	Sylane, Donmore.
				10385	Amaghdown, .	34	Liscarn.
				10425	Arran, .	-	Inishmae.
KING'S COUNTY—2 Schools.				COUNTY OF LEITRIM—3 Schools.			
10353	Kilbride, .	41	Charleville.	10365	Cloone, .	31	Sunnaghag.
10370	Rhode, .	41	Cannakilly, f.	10390	Oughtemph, .	31	Liscarn.
				10429	Oughtemph, .	31	Ballinamore, Infant.
COUNTY OF LONGFORD—NIL.							

COUNTY OF MAYO—7 Schools.				SUMMARY OF MUNSTER.	
Roll No.	Parish.	Dist.	School.	County.	No. of Schools.
10381	Rosslea, .	26	Rosslea.	CLARE, . . . . .	1
10382	Ballynahaglish, .	29	Shroogreen.	CORK, . . . . .	8
10384	Kilbellad, .	29	Pantheon.	KERRY, . . . . .	1
10383	Atynna, .	29	Currowen.	LEINSTER, . . . . .	2
10384	Annagh, .	26	Ballylennan.	TIPPERARY, . . . . .	7
10388	Adraquale, .	29	Rathbane.	WATERFORD, . . . . .	1
10411	Inlandaddy, .	26	Coggals (1).	TOTAL, . . . . .	20
COUNTY OF ROSCOMMON—3 Schools.				SUMMARY OF LEINSTER.	
10334	Kilcragh, .	22	Bella, m.	CARLOW, . . . . .	—
10335	Do, .	22	Do, f.	DUBLIN, . . . . .	3
10351	Kiltallagh, .	32	Cloonfad, f.	KILDARE, . . . . .	1
COUNTY OF SLIGO—11 Schools.				KILKENNY, . . . . .	3
10362	Ballysumaghan, .	12	Bloomfield.	KING'S, . . . . .	2
10366	Achenry, .	21	Currowville.	LONGFORD, . . . . .	—
10438	Tamnagh, .	22	Knockalanna.	LOUTH, . . . . .	3
10450	Kilrea, .	12	Kilrea.	METH, . . . . .	3
10459	Kilglass, .	20	Kinniscrone, m.	QUEEN'S, . . . . .	1
10460	Do, .	20	Do, f.	WESTMATH, . . . . .	1
10473	Cahry, .	12	Cahry, m.	WEXFORD, . . . . .	—
10474	Do, .	12	Do, f.	WICKLOW, . . . . .	1
10475	Ahamlish, .	12	Grange, f.	TOTAL, . . . . .	18
10479	Easky, .	20	Rathlea, m.		
10480	Easky, .	20	Do, f.		
SUMMARY OF ULSTER.				SUMMARY OF CONNAUGHT.	
County.			No. of Schools.		
ANTRIM, . . . . .			8	GALWAY, . . . . .	7
ARMAGH, . . . . .			5	LEITRIM, . . . . .	3
CAVAN, . . . . .			3	MAYO, . . . . .	7
DONEGAL, . . . . .			7	ROSCOMMON, . . . . .	3
DOWN, . . . . .			9	SLIGO, . . . . .	11
FERMANAGH, . . . . .			7	TOTAL, . . . . .	31
LONDONDERRY, . . . . .			4		
MONAGHAN, . . . . .			3		
TYRONE, . . . . .			5		
TOTAL, . . . . .			51		

## PROVINCIAL SUMMARY OF THE FOREGOING.

Province.	No. School
ULSTER, . . . . .	51
MUNSTER, . . . . .	20
LEINSTER, . . . . .	18
CONNAUGHT, . . . . .	31
TOTAL, . . . . .	120



II.—*LAST OF THIRTY-THREE SCHOOLS, towards which Grants were sanctioned for Building, Fitting-up, and Enclosing, during the year 1870.*

ULSTER—6 Schools.				COUNTY OF LIMERICK—NIL.			
COUNTY OF ANTRIM—1 School.				COUNTY OF TIPPERARY—6 Schools.			
Roll No.	Parish.	District.	School.	Roll No.	Parish.	District.	School.
10377	Kilnoughter, .	8	Millbrook.	10350	Lisgoole, .	26	Ballinakill.
				10431	Templemore, .	46	Bullagh, m.
				10432	Do. . . .	-	Do. f.
				10433	Do. . . .	-	Reasackill, m.
				10434	Do. . . .	-	Do. f.
COUNTY OF ARMAGH—NIL.				COUNTY OF WATERFORD—NIL.			
COUNTY OF CAVAN—NIL.				LEINSTER—2 Schools.			
COUNTY OF DONEGAL—1 School.				COUNTY OF CARLOW—NIL.			
10424	Conwall, .	1	Letterligue.	COUNTY OF DUBLIN—NIL.			
COUNTY OF DOWN—NIL.				COUNTY OF KILDARE—NIL.			
COUNTY OF FERMANAGH—NIL.				COUNTY OF KILKENNY—NIL.			
COUNTY OF LONDONDERRY—NIL.				KING'S COUNTY—NIL.			
COUNTY OF MONAGHAN—4 Schools.				COUNTY OF LONGFORD—2 Schools.			
10429	Enniscorthy, .	18	Corravacan, m.	10344	Clongish, .	28	Garrawhill, m.
10430	Do. . . .	-	Do. f.	10345	Do. . . .	-	Do. f.
10431	Kilmore, .	-	Tappa.	COUNTY OF LOUTH—NIL.			
10432	Drumcraigh, .	-	Drumcraigh.	COUNTY OF MEATH—NIL.			
COUNTY OF TYRONE—NIL.				QUEEN'S COUNTY—NIL.			
MUNSTER—21 Schools.				COUNTY OF WESTMIDLAND—NIL.			
COUNTY OF CLARE—1 School.				COUNTY OF WEXFORD—NIL.			
10393	Glendegol, .	45	Shannon View.	COUNTY OF WICKLOW—NIL.			
COUNTY OF CORK—4 Schools.				CONNAUGHT—4 Schools.			
10361	Kilmeen, .	55	Drumcraigh, m.	COUNTY OF GALWAY—2 Schools.			
10362	Do. . . .	-	Do. f.	10455	Boycounagh, .	27	Glendoyle, m.
10378	Do. . . .	50	Rossmore, m.	10456	Do. . . .	-	Do. f.
10379	Do. . . .	-	Do. f.	COUNTY OF LEITRIM—NIL.			
COUNTY OF KERRY—11 Schools.				COUNTY OF MAYO—NIL.			
10380	Kilfeghney, .	54	Chandousha, m.	COUNTY OF ROSCOMMON—NIL.			
10391	Kilconic, .	52	Beale, f.	COUNTY OF SLIGO—2 Schools.			
10392	Kilcummin, East, .	57	Turconagh, m.	10422	Kilcoleman, .	22	Coolva, m.
10393	Ballinculane, .	54	Kilmurry, f.	10423	Do. . . .	-	Do. f.
10394	Do. . . .	-	Do. m.				
10395	Ballyheige, .	-	Glenderry, m.				
10400	Do. . . .	-	Do. f.				
10404	Do. . . .	-	Do. f.				
10420	Kilconley, .	-	Rahavag, m.				
10421	Do. . . .	-	Do. f.				
10422	Kilginn, .	57	Donglas, m.				
10423	Do. . . .	-	Do. f.				

SUMMARY OF ULSTER.		SUMMARY OF MUNSTER.	
County.	No. of Schools.	County.	No. of Schools.
ANTRIM, . . . . .	1	CLARE, . . . . .	1
ARMAGH, . . . . .	—	COKE, . . . . .	4
CAYAN, . . . . .	—	KERRY, . . . . .	11
DONIGAL, . . . . .	1	LIMERICK, . . . . .	—
DOWN, . . . . .	—	TIPPERARY, . . . . .	5
FERRANAGH, . . . . .	—	WATERFORD, . . . . .	—
LONDONDERRY, . . . . .	—	TOTAL, . . . . .	21
MONGHAN, . . . . .	4		
TYRONE, . . . . .	—		
TOTAL, . . . . .	6		

  

SUMMARY OF LEINSTER.		SUMMARY OF CONNAUGHT.	
County.	No. of Schools.	County.	No. of Schools.
CARLOW, . . . . .	—	GALWAY, . . . . .	2
DUBLIN, . . . . .	—	LEITHIN, . . . . .	—
KILDARE, . . . . .	—	MAYO, . . . . .	—
KILKENNY, . . . . .	—	ROSCOMMON, . . . . .	—
KING'S, . . . . .	—	SLIGO, . . . . .	2
LONGFORD, . . . . .	2	TOTAL, . . . . .	4
LOUTH, . . . . .	—		
MEATH, . . . . .	—		
QUEEN'S, . . . . .	—		
WESTMEATH, . . . . .	—		
WEXFORD, . . . . .	—		
WICKLOW, . . . . .	—		
TOTAL, . . . . .	2		

  

PROVINCIAL SUMMARY OF THE FOREGOING.	
Province.	No. of Schools.
ULSTER, . . . . .	6
MUNSTER, . . . . .	21
LEINSTER, . . . . .	2
CONNAUGHT, . . . . .	4
TOTAL, . . . . .	33

## III.—LIST OF FORTY-FIVE BUILDING CASES brought into operation during the year 1870.

## ULSTER—6.

County.	Roll No.	Parish.	District No.	School.
Down, . . . . .	9397	Donaghadee, . . . . .	10	Donaghadee, m.
" . . . . .	9318	Do. . . . .	—	Do. f.
Fermanagh, . . . . .	9313	Renniskillen, . . . . .	13	Tango, m.
" . . . . .	10117	Clones, . . . . .	18	Cerrany, f.
Tyrone, . . . . .	9335	Kilshanny, . . . . .	13	Grannan, m.
" . . . . .	9399	Clontarf, . . . . .	15	Derryfubla, m.

## MUNSTER—33.

Clare, . . . . .	9434	Kilmanashoon, . . . . .	42	Runneen, m.
" . . . . .	9425	Do. . . . .	—	Do. f.
" . . . . .	9397	Kilmanashoon, . . . . .	45	Tullybrack, m.
" . . . . .	9508	Do. . . . .	—	Do. f.
Cork, . . . . .	9385	Drishane, . . . . .	55	Rathdane, m.
" . . . . .	9406	Do. . . . .	—	Do. f.
" . . . . .	9706	Kilmeach, . . . . .	—	Castlew, f.
" . . . . .	9819	Kilmeach, . . . . .	—	Croan, m.
" . . . . .	9902	Do. . . . .	—	Do. f.
" . . . . .	9672	Drishane, . . . . .	—	Cleghesley, m.
" . . . . .	9673	Do. . . . .	—	Do. f.
" . . . . .	10079	Kilmeach, . . . . .	—	Kilshannon, f.
" . . . . .	9815	Tullisane, . . . . .	56	Tullisane, m.
" . . . . .	9816	Do. . . . .	—	Do. f.
" . . . . .	9649	Ringside, . . . . .	59	Old Head of Kinsale, m.

## MUNSTER—continued.

County.	Roll No.	Parish.	District No.	School.
Cork, . . .	10015	Ringrone, . . .	59	Old Head of Kinsale, f.
" . . .	9929	Ballygarran, . . .	60	Ballygarran, m.
" . . .	9830	Do. . . . .	-	Do. f.
Kerry, . . .	9874	Ardfert, . . . .	54	Ardfert, m.
" . . .	9875	Do. . . . .	-	Do. f.
" . . .	9995	Do. . . . .	-	Tubrid, m.
" . . .	9996	Do. . . . .	-	Do. f.
" . . .	10020	Ballincassane, . . .	-	Knockeenahone, m.
" . . .	10059	Ballyheigue, . . .	-	Tienmahshan, .
" . . .	9837	Knockane, . . . .	57	Gap of Dunloe, .
" . . .	9876	Coher, . . . . .	-	Kinnego, m.
" . . .	10045	Kilcorrane, . . . .	-	Lehr, m.
" . . .	10046	Do. . . . .	-	Do. f.
" . . .	10050	Killarney, . . . .	-	St. Gertrude's, f.
" . . .	10005	Kilnaughten, . . .	52	Tarbert, m.
" . . .	10006	Do. . . . .	-	Do. f.
Limerick, . .	10126	Kilmoylan, . . . .	-	Nutgrove, m.
" . . .	10127	Do. . . . .	-	Do. f.

## LEINSTER—2.

Meath, . . .	9605	Dunderry, . . . .	29	Tullahanstown, .
Queen's, . .	9914	Stradbally, . . . .	44	Bawnagarey, .

## CONNAUGHT—4.

Mayo, . . .	9658	Islandeady, . . . .	26	Glen Island, m.
" . . .	9659	Do. . . . .	-	Do. f.
Leitrim, . .	10026	Mohill, . . . . .	31	Edlin, m.
" . . .	10027	Do. . . . .	-	Do. f.

## IV.—TWO OPERATION SCHOOLS SUSPENDED during the year 1870.

Province and County.	Roll No.	Parish.	District No.	School.
LEINSTER.				
Meath, . . .	4309	Trim, . . . . .	29	Phyllinstown, m
Westmeath, .	933	Mullingar, . . . .	33	Mullingar, .

## V.—THREE SUSPENDED SCHOOLS re-opened during the year 1870.

Province and County.	Roll No.	Parish.	District No.	School.
ULSTER.				
Antrim, . . .	1803	Armagh, . . . . .	3	Breen, f.
Dunegal, . .	2408	Fahan, Lower, . . .	2	Ballymacarney, .
Fermanagh, .	2869	Derryvullan, . . . .	13	Cules, .

## VI.—ONE STRUCK-OFF SCHOOL restored to Roll during the year 1870.

Province and County.	Roll No.	Parish.	District No.	School.
MUNSTER.				
Kerry, . . .	10021	Ballincassane, . . .	54	Knockeenahone, f.

## VII.—LAST OF SIXTY-EIGHT SCHOOLS STRUCK OFF THE ROLL DURING THE YEAR 1870, WITH THE REASONS ASSIGNED.

Parish and County.	Parish No.	Parish.	Roll No.	Schools.	No.	REASONS FOR STRIKING SCHOOLS OFF ROLL.
<b>ULSTER.</b>						
Armagh.	8	Carmonagh.	4603	Carmonagh.	1	Amalgamated with male school.
Ditto.	9	Shankill.	7124	Calderree-road.	2	School having ceased operation.
Ditto.	8	Carmonagh.	30	Ballycarrig.	3	Amalgamated with male school.
Ditto.	9	Shankill.	90	Hamohstown.	4	School insuperative.
Cavan.	2	Killeshilla.	7847	Cavanagh.	5	Pupils transferred to new school-house.
Dougal.	5	Killeshilla.	5985	Drumduch.	6	School insuperative.
Ditto.	1	Killeshilla.	7399	Rathdonnell.	7	Average attendance too low.
Dorn.	11	Blaris.	6327	Sargmore.	8	Pupils transferred to new school-house.
Ditto.	10	Donaghadee.	4913	Donaghadee.	9	Pupils transferred to new vested school.
Ditto.	10	Ditto.	4914	Ditto.	10	Ditto.
Fermanagh.	13	Angahore.	5831	Comelagh.	11	School-house used as a place of public worship.
Ditto.	18	Keshmarracree.	4934	Keshmarracree.	12	Pupils transferred to new vested school.
Ditto.	13	Eniskillen.	10137	Tanaga.	13	Ditto.
Londonderry.	7	Kilrongsan.	319	Bracewell.	14	School insuperative.
Ditto.	2	Templemore.	9054	Payle Farley.	15	School having ceased operation.
Ditto.	7	Killeshilla.	7430	Killeshilla.	16	Average attendance too low.
Monaghan.	18	Monaghan.	7380	Erryros.	17	Average attendance too low.
Tyrone.	13	Killeshilla.	8197	Monaghan.	18	Average attendance too low.
Ditto.	6	Badonny.	4698	Monaghan.	19	School not required in locality.
Ditto.	14	Chaght.	3579	Pindermore.	20	School insuperative.
Ditto.	6	Urney.	10160	Caseldarg.	21	School permanently closed.
Ditto.	6	Arderaw.	4809	Abdughal.	22	Amalgamated with male school.
Ditto.	15	Drumglass.	8983	Perry-street.	23	Average attendance too low.
<b>MUNSTER.</b>						
Cork.	89	Monkstown.	7789	Monkstown.	24	School placed in charge of conductors of Passage West school.
Ditto.	55	Kilmeen.	9177	Garrigue.	25	Closed in consequence of opening of Courcea school.
Ditto.	55	Adkins.	6786	Carrigrohilly.	26	School having ceased operation.
Ditto.	80	Ballygarra.	7977	Ballygarra.	27	Ditto.
Ditto.	80	Ditto.	7978	Ditto.	28	Ditto.
Ditto.	86	Tullymore.	9131	Tullymore.	29	Pupils transferred to new vested school.
Ditto.	86	Ditto.	9169	Ditto.	30	Ditto.
Kerry.	54	Keshmarracree.	6056	Keshmarracree.	31	School having ceased to exist.
Ditto.	57	Kesh.	9452	Shankill.	32	Ditto.
Ditto.	54	Broom.	9491	Broom.	33	School insuperative.

Ditto,	54	Ballyvaughan,	8944	Turkey,	34	Pupils transferred to new vested school.
Ditto,	57	Cable,	9544	Leah,	35	School having ceased operation.
Ditto,	67	Kilcubbin,	10074	Leah,	36	Pupils transferred to new school-house.
Limerick,	52	Kilcubbin,	606	Leah,	37	Ditto.
Ditto,	52	Monaghan,	10225	Leah,	38	Ditto.
Ditto,	46	Shanagolden,	7577	Leah,	39	School-house unsuitable.
Thermonagh,	46	Templemore,	8922	Leah,	40	Ditto.
Ditto,	46	Ditto,	4012	Leah,	41	Amalgamated with male school.
Ditto,	53	Ditto,	632	Leah,	42	School withdrawn from connexion with Board.
Waterford,	48	Limerick,	632	Leah,	43	Ditto.
Ditto,	48	Ditto,	632	Leah,	44	School permanently closed.
Ditto,	49	Ditto,	7314	Leah,	45	School house unsuitable.
Ditto,	63	Ditto,	5682	Leah,	46	School house unsuitable.
				Leah,	47	School withdrawn from connexion with Board.
				Leah,	48	School house unsuitable.
				Leah,	49	Ditto.
				Leah,	50	School house unsuitable.
				Leah,	51	School house unsuitable.
				Leah,	52	School house unsuitable.
				Leah,	53	School house unsuitable.
				Leah,	54	School house unsuitable.
				Leah,	55	School house unsuitable.
				Leah,	56	School house unsuitable.
				Leah,	57	School house unsuitable.
				Leah,	58	School house unsuitable.
				Leah,	59	School house unsuitable.
				Leah,	60	School house unsuitable.
				Leah,	61	School house unsuitable.
				Leah,	62	School house unsuitable.
				Leah,	63	School house unsuitable.
				Leah,	64	School house unsuitable.
				Leah,	65	School house unsuitable.
				Leah,	66	School house unsuitable.
				Leah,	67	School house unsuitable.
				Leah,	68	School house unsuitable.
				Leah,	69	School house unsuitable.
				Leah,	70	School house unsuitable.
				Leah,	71	School house unsuitable.
				Leah,	72	School house unsuitable.
				Leah,	73	School house unsuitable.
				Leah,	74	School house unsuitable.
				Leah,	75	School house unsuitable.
				Leah,	76	School house unsuitable.
				Leah,	77	School house unsuitable.
				Leah,	78	School house unsuitable.
				Leah,	79	School house unsuitable.
				Leah,	80	School house unsuitable.
				Leah,	81	School house unsuitable.
				Leah,	82	School house unsuitable.
				Leah,	83	School house unsuitable.
				Leah,	84	School house unsuitable.
				Leah,	85	School house unsuitable.
				Leah,	86	School house unsuitable.
				Leah,	87	School house unsuitable.
				Leah,	88	School house unsuitable.
				Leah,	89	School house unsuitable.
				Leah,	90	School house unsuitable.
				Leah,	91	School house unsuitable.
				Leah,	92	School house unsuitable.
				Leah,	93	School house unsuitable.
				Leah,	94	School house unsuitable.
				Leah,	95	School house unsuitable.
				Leah,	96	School house unsuitable.
				Leah,	97	School house unsuitable.
				Leah,	98	School house unsuitable.
				Leah,	99	School house unsuitable.
				Leah,	100	School house unsuitable.

**VIII.—GENERAL SUMMARY.**—Showing, 1. The Number of Schools in Operation on the 31st of December, 1870, with the Total Number of Pupils on the Rolls, and the Average Daily Attendance for the year: 2. The amount received for Books, Requisites, and Apparatus at reduced price: 3. Amount of aid granted by the Board in Free Stock of Books, Requisites, and Apparatus: 4. The Amount paid during the year in Salaries, Premiums, and Gratuities; together with the Amount contributed by the local parties in aid of Teachers' Salaries: 5. The Number of Schools towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st of December, 1870; with the expected Attendance upon them: 6. The Number of Schools in the Suspended List at the end of the year: And 7. The Total Number of Schools in connexion with the Commissioners at the end of the year 1870.

ULSTER—Operation Schools, 9,328. Building Schools, 58. Suspended Schools, 22.

Counties and Provinces.	No. of Schools.	Attendance for the Year.			Amount paid for Books, Requisites, and Apparatus, at Reduced Prices.			Aid granted by the Board during the year.			Amount of Local Emoluments received in Aid of Salary.			Building Schools.			No. of Schools in Suspended List on 31st Dec., 1870.	Total No. of Schools, December, 1870.	
		Total number of Pupils on Rolls within the year.			Average Daily Attendance.	In Free Stock of Books, Requisites, and Apparatus.			In Salaries, Premiums, and other Gratuities.			Expected Attendances.							
		Males.	Females.	Total.		£	s.	d.	£	s.	d.	£	s.	d.	Males.	Females.			Total.
Antrim, . . . . .	510	47,468	42,470	89,938	29,737	1,894	12	0	12	171	16	10	185	115	230	3	516		
Armagh, . . . . .	391	16,921	13,256	32,137	11,093	662	17	10	27	110	11	5	140	90	202	1	392		
Cavan, . . . . .	253	15,861	14,306	30,167	9,910	493	5	0	5	15	9	9	40	30	79	1	254		
Down, . . . . .	331	21,206	17,618	38,824	12,303	632	13	4	17	115	9	9	225	225	450	3	334		
Derry, . . . . .	368	28,568	24,739	54,497	20,047	1,232	17	2	19	119	9	10	160	150	310	1	369		
Fermanagh, . . . . .	182	6,072	5,632	11,704	4,763	274	1	1	2	20	11	2	160	155	315	4	185		
Londonderry, . . . . .	285	12,597	12,924	27,521	9,983	705	12	0	12	68	19	5	235	193	428	1	289		
Longford, . . . . .	158	12,062	10,630	22,742	6,977	441	18	9	27	31	1	7	160	135	295	3	164		
Monaghan, . . . . .	334	20,854	17,644	38,498	12,709	711	1	4	5	50	5	2	160	135	295	3	341		
Tyrone, . . . . .	328	187,228	162,559	349,788	117,451	7,033	19	2	21	640	11	5	1,295	1,109	2,303	22	2,250		
Total, . . . . .	2,228	187,228	162,559	349,788	117,451	7,033	19	2	21	640	11	5	1,295	1,109	2,303	22	2,250		

MUNSTER—Operation Schools, 688. Building Schools, 90. Suspended Schools, 18.

Clare, . . . . .	207	15,838	14,963	30,751	11,555	648	12	1	97	2	2	9,250	0	11	1,500	0	8	16	835	815	1,650	4	227
Cork, . . . . .	401	40,399	40,951	81,350	41,593	2,177	14	2	176	5	9	29,483	11	0	3,065	11	4	17	700	735	1,435	7	615
Kerry, . . . . .	264	21,500	21,000	42,500	18,343	860	14	2	57	18	3	11,635	4	2	2,060	9	2	40	1,715	3,600	5,315	3	307
Limerick, . . . . .	228	17,068	16,475	33,543	10,475	875	17	8	102	1	7	13,010	2	1	3,279	6	3	9	859	450	1,309	1	232
Tipperary, . . . . .	288	26,084	21,200	47,284	16,433	674	14	5	68	12	8	11,793	1	1	3,227	6	3	6	835	500	645	3	297
Waterford, . . . . .	116	7,553	8,109	15,662	6,503	302	12	6	30	14	4	9,012	5	5	1,407	9	3	3	—	—	—	3	119
Total, . . . . .	1,409	131,394	137,764	269,158	111,164	2,940	6	2	464	14	9	66,412	0	2	17,029	2	10	50	4,105	4,015	8,100	10	1,707

LEINSTER—Operation Schools, 1,565. Building Schools, 12. Suspended Schools, 19.

	61	3,756	4,544	8,800	8,064	156 11 2	6 0 0	2,341 13 2	317 12 11	1	40	55	75	1	61
Carlow,	229	23,763	29,560	53,323	19,253	1,219 19 4	392 4 8	17,023 10 19	4,224 3 9	1	40	55	75	1	231
Dublin,	184	6,301	6,317	13,508	5,833	341 17 0	19 17 8	4,430 1 5	840 16 1	1	60	40	100	1	105
Kildare,	170	9,753	10,015	20,868	8,356	459 4 1	39 7 5	6,566 16 6	1,165 11 0	1	60	40	100	2	174
Kilkenny,	162	6,630	7,140	13,779	5,163	302 10 3	29 18 0	4,154 12 3	911 17 1	8	300	800	600	2	104
King's,	96	6,837	6,181	13,018	4,978	228 14 9	3 6 0	3,114 16 3	376 8 1	1	1	1	1	2	106
Londonderry,	92	6,450	7,224	13,974	4,978	228 14 9	3 6 0	3,114 16 3	376 8 1	1	1	1	1	2	93
Louth,	174	9,166	7,690	17,198	6,523	308 16 4	28 7 9	5,236 19 8	1,101 5 2	1	1	1	1	4	178
Meath,	96	6,167	6,592	12,569	4,810	270 17 4	12 9 7	3,863 18 6	798 9 3	1	1	1	1	1	96
Queen's,	135	7,245	7,816	15,061	5,342	286 4 5	45 9 9	3,959 9 4	680 13 3	1	60	40	100	2	150
Westmeath,	148	7,832	9,312	17,814	6,414	388 11 10	18 19 10	4,464 18 1	838 3 10	1	60	40	100	1	99
Wexford,	90	6,421	6,226	12,641	4,702	268 7 4	22 2 5	3,472 13 6	1,081 9 10	1	60	40	100	1	99
Wicklow,															
Total,	1,565	101,111	110,291	211,402	70,262	4,600 9 10	571 14 10	62,676 10 6	13,182 6 5	12	520	455	975	19	1,336

CONNAUGHT—Operation Schools, 1,089. Building Schools, 18. Suspended Schools, 9.

Galway,	207	22,049	29,392	42,531	13,701	678 5 0	61 19 11	9,708 3 2	1,383 19 6	7	335	215	630	7	301
Leitrim,	186	12,374	11,155	23,529	7,796	802 15 3	35 9 0	5,259 7 4	722 10 0	2	130	100	230	2	100
Mayo,	273	25,422	21,187	46,299	13,455	661 4 10	87 8 9	9,047 8 9	1,406 18 4	2	100	100	200	2	277
Roscommon,	159	16,721	17,053	33,774	10,319	503 10 7	16 10 6	7,212 2 11	1,009 8 10	5	210	190	400	1	204
Sligo,	142	11,523	10,545	21,670	7,091	343 10 11	62 9 10	5,268 1 7	632 4 9	2	75	75	150	1	144
Total,	1,069	88,001	80,292	168,485	52,302	2,560 4 7	266 18 0	37,215 1 9	8,335 1 5	18	840	780	1,620	9	1,116

GENERAL SUMMARY IN PROVINCES OF THE 6,806 Operation Schools, 148 Building Schools, and 60 Suspended Schools.

	2,923	187,289	162,559	849,796	117,451	7,653 19 2	640 11 5	90,483 18 6	24,786 16 10	28	1,295	1,100	2,395	22	2,573
ULSTER,															
MUNSTER,	1,689	131,532	137,784	269,316	111,124	5,940 5 2	464 14 9	90,412 0 2	17,629 2 10	90	4,163	4,015	8,180	10	1,797
LEINSTER,	1,565	101,111	110,291	211,402	70,262	4,606 8 10	571 14 10	62,076 10 6	13,182 6 5	12	520	435	975	19	1,536
CONNAUGHT,	1,089	88,001	80,292	165,483	52,362	2,569 4 7	268 18 0	37,215 1 9	8,335 1 5	18	840	700	1,620	9	1,116
TOTAL,	5,905	507,978	491,026	980,989	339,190	20,171 12 9	1,943 19 0	279,187 10 11	60,933 7 6	148	6,020	6,350	13,170	68	7,622

## APPENDIX M.

I.—List of One Hundred and Forty-seven Workhouse Schools in connexion on the 31st December, 1870, with the Total Number of Pupils for any time on Rolls, and the Average Daily Attendance of Pupils, as returned for the Year ending 31st December, 1870.

*Note.*—For columns marked thus (\*) no returns were received from Clerk of Union; average daily attendance taken from Inspectors' reports.

ULSTER—34 Schools.					COUNTY OF MONAGHAN—4 Schools.				
COUNTY OF ANTRIM—7 Schools.					Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.					
3948	2	Belfast . . . .	843	338	3388	18	Monaghan . . . .	74	49
3562	3	Ballycastle . . . .	47	19	3668	24	Carrickmacross . . . .	47	22
3563	8	Larne . . . . .	125	70	7812	18	Glenties . . . . .	47	22
3609	3	Ballymoney . . . .	72	43	7884	-	Castledowny . . . .	27	45
3843	4	Ballymena . . . . .	229	114			Total, . . . . .	235	126
6314	9	Antrim . . . . .	147	74					
8781	11	Lisburn . . . . .	101	60					
		Total, . . . . .	1,563	708					
COUNTY OF ARMAGH—2 Schools.					COUNTY OF TYRONE—5 Schools.				
10300	19	Newry . . . . .	263	134	3039	6	Castlederg . . . . .	36	19
10412	16	Armagh . . . . .	160	78	3074	15	Cookstown . . . . .	87	46
		Total, . . . . .	423	207	6315	6	Strahane . . . . .	106	41
COUNTY OF CAVAN—4 Schools.					6316	14	Omagh . . . . .	30	33
3420	23	Cavan . . . . .	103	55	9522	15	Dungannon . . . . .	104	45
3447	24	Ballisherragh . . . .	51	24			Total, . . . . .	428	189
3644	24	Castlehill . . . . .	50	19					
6910	31	Bawnboy . . . . .	45	24					
		Total, . . . . .	250	122					
COUNTY OF DONEGAL—7 Schools.					MUNSTER—49 Schools.				
3863	2	Inishowen . . . . .	41	14	COUNTY OF CLARE—3 Schools.				
4313	5	Donegal . . . . .	52	23	2388	45	Banlis . . . . .	139	78
4339	-	Ballyshannon . . . .	54	33	3408	42	Scarriff . . . . .	65	36
4632	1	Millford . . . . .	34	17	3649	45	Kilrush . . . . .	102	49
4975	-	Latterkenny . . . . .	33	19	3534	42	Manistymon . . . . .	113	45
5857	-	Dunfanaghy . . . . .	24	12	6130	-	Tulla . . . . .	110	55
7714	5	Glenties . . . . .	30	23	6134	45	Killadysort . . . . .	45	30
		Total, . . . . .	277	140	6359	42	Ballyvaughan . . . .	51	26
COUNTY OF DOWN—2 Schools.					6505	-	Carrollin . . . . .	44	26
3068	11	Ranridge . . . . .	91	37			Total, . . . . .	668	325
3350	10	Newtownards . . . .	179	85					
		Total, . . . . .	270	123					
COUNTY OF FERMANAGH—Nil.					COUNTY OF CORK—17 Schools.				
COUNTY OF LONDONDERRY—3 Schools.					3167	48	Midleton . . . . .	103	71
3381	3	Coleraine . . . . .	138	66	3242	56	Pearsey . . . . .	123	59
3481	2	Londonderry . . . .	103	92	3417	58	Skibbereen . . . . .	78	38
9387	2	N.T. Limavady . . . .	72	45	3545	60	Cork . . . . .	234	149
		Total, . . . . .	313	193	3565	59	Dunmanway . . . . .	72	36
					3651	56	Mallow . . . . .	100	56
					3923	55	Kanturk . . . . .	209	89
					4411	38	Bantry . . . . .	34	19
					4806	55	Macroom . . . . .	67	34
					4925	60	Kinsale . . . . .	*—	22
					5098	58	Castletown . . . . .	96	40
					6012	55	Millstreet . . . . .	146	60
					6121	48	Youghal . . . . .	179	78
					6123	59	Hendon . . . . .	77	43
					6149	50	Skull . . . . .	42	24
					6216	36	Mitchelstown . . . .	145	43
					6949	59	Cloanacilly . . . . .	75	34
							Total, . . . . .	2,449	1,118



## COUNTY OF KERRY—6 Schools.

Roll No.	District	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
3020	54	Trillick . . .	203	147
4384	-	Listowel . . .	81	24
4440	57	Killarney . . .	152	86
4670	-	Kenmare . . .	74	20
4590	-	Caherciveen . .	66	23
5324	54	Dingle . . .	46	22
Total,			602	354

## COUNTY OF LIMERICK—6 Schools.

3040	62	Newcastle . .	99	33
3066	46	Kilmallock . .	216	92
4415	52	Bathkenil . .	125	58
4658	51	Limerick . . .	623	283
6013	-	Croom . . .	93	54
6021	52	Glinn . . .	40	23
Total,			1,196	543

## COUNTY OF TIPPERARY—3 Schools.

3024	53	Chenel . . .	231	122
5142	46	Tipperary . .	167	77
3333	53	Cashel . . .	276	133
3414	38	Roscrea . . .	69	59
3445	53	Clogheen . . .	95	68
3519	36	Nenagh . . .	140	95
3546	53	Carick-on-Suir .	160	65
3647	43	Thurles . . .	132	75
3631	36	Beersickane . .	42	25
Total,			1,320	697

## COUNTY OF WATERFORD—3 Schools.

3478	48	Lismore . . .	60	32
3225	49	Waterford . .	340	121
4745	-	Kilmactomas . .	75	33
Total,			475	191

## LEINSTER—35 Schools.

## COUNTY OF CARLOW—Nil.

## COUNTY OF DUBLIN—3 Schools.

3144	30	Balrothery . .	46	23
3285	40	Ballinacorney .	146	81
7187	30	Dublin, North .	431	207
Total,			623	311

## COUNTY OF KILDARE—3 Schools.

Roll No.	District	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
3153	37	Near . . .	125	76
3892	44	Athy . . .	187	103
5334	37	Calbridge . . .	130	57
Total,			441	236

## COUNTY OF KILKENNY—5 Schools.

3378	47	Cullin . . .	94	53
3507	-	Kilkenny . . .	196	107
6278	-	Thomastown . .	87	64
6025	43	Uxlingford . .	77	52
6947	44	Castlecomer . .	68	29
Total,			522	305

## KING'S COUNTY—3 Schools.

3364	37	Edenderry . .	82	46
3446	41	Tellinmore . .	167	77
7989	36	Parsonstown . .	110	72
Total,			359	195

## COUNTY OF LONGFORD—3 Schools.

3368	28	Longford . . .	157	74
3580	-	Granard . . .	122	63
6811	-	Ballymahon . .	51	27
Total,			330	164

## COUNTY OF LOUTH—3 Schools.

3340	25	Drogheda . . .	128	68
3377	-	Dundalk . . .	108	55
3382	-	Ardee . . .	106	51
Total,			342	174

## COUNTY OF MEATH—5 Schools.

3145	29	Dunshaughlin .	61	29
3380	-	Tym . . .	103	53
3409	-	Navan . . .	89	48
3410	-	Kells . . .	90	50
3544	-	Oldcastle . . .	71	38
Total,			414	218

## QUEEN'S COUNTY—2 Schools.

Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
4315	41	Mountmellick	131	57
9006	43	Donaghmore	21	13
		Total,	152	70

## COUNTY OF WESTMEATH—3 Schools.

3274	25	Athlone	152	97
3650	33	Mullingar	150	72
6066	-	Delvin	36	23
		Total,	338	192

## COUNTY OF WEXFORD—3 Schools.

3508	50	Wexford	260	106
3528	-	New Ross	182	97
3674	-	Enniscorthy	157	73
		Total,	599	276

## COUNTY OF WICKLOW—2 Schools.

3393	40	Rathdrum	175	63
3870	39	Shillalahigh	80	53
		Total,	255	116

## CONNAUGHT—39 Schools.

## COUNTY OF GALWAY—10 Schools.

3365	34	Galway	137	74
3366	35	Loughrea	74	27
3379	42	Gort	73	32
3523	34	Chilfen	-	-
3440	32	Tulla	111	67
3602	34	Oughterard	48	35
6308	33	Mount Bellew	51	33
6733	27	Glenamaddy	86	42
6734	35	Portumna	61	34
7010	-	Ballinasloe	125	71
		Total,	766	415

## COUNTY OF LEITRIM—3 Schools.

3419	26	Mohill	85	45
3533	22	Car.-on-Shannon	113	51
3669	12	Manorhamilton	-	32
		Total	198	128

## COUNTY OF MAYO—5 Schools.

Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
3859	20	Ballina	-	-
4233	26	Castlebar	65	34
4727	-	Westport	42	23
4805	21	Swinsford	40	31
5117	32	Ballinrobe	74	32
6143	-	Claremorris	128	76
6156	26	Newport	47	26
8474	28	Belmullet	43	23
9221	-	Killala	105	28
		Total,	575	290

## COUNTY OF ROSCOMMON—4 Schools.

3289	22	Boyle	118	76
3378	27	Roscommon	148	37
4933	-	Castlerea	89	49
6122	-	Strokestown	121	26
		Total,	486	188

## COUNTY OF SLIGO—3 Schools.

3380	12	Sligo	139	65
6509	20	Dromora, West	21	16
6319	31	Tobaccoary	53	21
		Total,	213	102

## SUMMARY OF ULSTER.

County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
ANTRIM	7	1,563	703
ARMAGH	2	425	207
CATY	4	258	122
DONNAL	7	277	146
DOWN	2	270	122
FERRANAGH	-	-	-
LONGFORD	3	398	183
MORAGHAN	4	355	136
THOMAS	5	423	180
TOTAL,	34	3,809	1,817

## SUMMARY OF LEINSTER.

CARLOW	-	-	-
DUBLIN	3	628	311
KILDARE	3	451	236
KILKENNY	5	522	305
KING'S	3	559	183
LONGFORD	3	330	164

SUMMARY OF LEINSTER—continued.				SUMMARY OF CONNAUGHT.			
County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.	County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
LOUTH . . . .	3	342	174	GALWAY . . . .	10	706	415
MEATH . . . .	5	414	213	LEITRIM . . . .	3	198	126
QUEEN'S . . . .	2	152	79	MAYO . . . . .	0	575	290
WESTMATH . . .	3	338	192	ROSCOMMON . .	4	486	188
WEXFORD . . . .	3	579	276	SLIGO . . . . .	3	213	102
WICKLOW . . . .	2	263	116				
TOTAL, . . . .	33	4,378	2,257	TOTAL, . . . .	29	2,233	1,128

  

SUMMARY OF MUNSTER.				SUMMARY IN PROVINCES OF THE FORE-GOING.			
County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.	County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
CLARE . . . . .	8	668	335	ULSTER . . . .	34	3,869	1,817
CORK . . . . .	17	2,449	1,113	MUNSTER . . . .	49	6,770	3,202
KERRY . . . . .	6	662	334	LEINSTER . . . .	35	4,373	2,257
LIMERICK . . . .	6	1,196	512	CONNAUGHT . . .	20	2,238	1,123
TIPPERARY . . . .	9	1,320	697				
WATERFORD . . .	3	475	191	TOTAL, . . . .	147	17,230	8,239
TOTAL, . . . .	49	6,770	3,392				

## II.—List of Eighteen Schools attached to Prisons, which were in connexion on 31st December, 1870.

*Extract from Commissioners' Rules, as to nature of aid granted to Prison Schools.*—"Such Schools are received into connexion upon the same general principles as the Workhouse Schools, and grants of books are made thereto. In special cases gratuities are awarded to the Teachers."

No.	Roll No.	School.	County.	Dis- trict.	No.	Roll No.	School.	County.	Dis- trict.
1	3238	Ennis, . . . .	Clare	45	10	7404	Richmond Peniten- tary, . . f.	Dublin	30
2	1835	Cork County, No. 1,	Cork	60	11	5876	Kilmainham, . .	Ditto	38
3	1886	Ditto, No. 2,	Ditto	-	12	6931	Nemo, . . . .	Kildare	37
4	6962	Trillick, . . . .	Kerry	54	13	8093	Maryboro', . . m.	Queen's	41
5	3258	Cleamail, . . .	Tipperary	53	14	4034	Ditlo, . . . f.	Ditto	-
6	3339	Nenagh, . . m.	Ditto	36	15	5475	Mullingar, . m.	Westmeath	33
7	9521	Ditto, . . f.	Ditto	-	16	5613	Ditto, . . f.	Ditto	-
8	9238	Waterford, . .	Waterford	49	17	3567	Galway County, .	Galway	34
9	7483	Richmond Bride- well, . . m.	Dublin	38	18	3300	Ditto Town, . .	Ditto	34

## III.—List of Two Schools for which the Patron, at his own request, receives only Grants of Books and the benefit of Inspection.

606 Monard, m. Tipperary. 46 | 2012 Monard, f. Tipperary. 46

## IV.—List of Four Lunatic Asylum Schools, in connexion on 31st December, 1870.

8863 Richmond m. Dublin 30 | 9032 Sligo, . . Sligo. 12  
8966 Ditto, f. Ditto. - | 9065 Londonderry, Londonderry. 2

V.—LIST of ONE HUNDRED and FIFTY-ONE CONVENT and MONASTIC SCHOOLS in connexion on the 31st December, 1870, with the Total Number of Pupils on the Roll, and the Average Daily Attendance, as returned by the Managers, for the Year ending 31st December, 1870.

ULSTER—17 Schools.					COUNTY OF MONAGHAN—1 School.				
COUNTY OF ANTRIM—2 Schools.									
Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.	Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
7059	0	Crumlin-road, f.	726	293	330	10	Monaghan, . f.	289	132
8056	9	Hamilton-st., f.	272	135			Total, . .	289	132
		avg.	602	253					
		avg.	167	70					
		Total, . .	1,767	751					
COUNTY OF ARMAGH—3 Schools.					COUNTY OF TYRONE—2 Schools.				
7509	10	Canal-street, f.	426	151	6328	14	Omagh, . f.	223	105
8220	10	Mt. St. Catherine, f.	217	52	10110	6	Strahane, . f.	429	166
9719	11	Edward-street, f.	288	150			Total, . .	652	271
		avg.	536	169					
		avg.	237	55					
		Total, . .	1,608	568					
COUNTY OF CAVAN—3 Schools.					MUNSTER—55 Schools.				
0490	23	Cavan, . f.	450	118	COUNTY OF CLARE—2 Schools.				
10170	-	Ballyjamesduff, f.	312	130	7299	45	Kilrush, . f.	405	205
10200	-	Belturbet, . f.	244	90	7315	-	Kesh, . .	945	434
		Total, . .	1,006	347			Total, . .	1,350	649
COUNTY OF DONEGAL—2 Schools.					COUNTY OF CORK—223 Schools.				
7398	5	Ballyshannon, f.	202	81	512	48	Midleton, . f.	881	435
9279	2	Moyle, . f.	106	53	1541	56	Charleville, f.	493	206
		Total, . .	308	134	2250	56	Fermoy, . f.	607	275
COUNTY OF DOWN—2 Schools.					2278	56	Millstreet, . f.	446	189
243	19	High-street, f.	702	327	3028	48	Youghal, . f.	593	306
9725	-	Rostrevor, . f.	206	79	4268	56	Doneraile, . f.	530	210
		Total, . .	908	406	4572	60	Kinsale, . f.	708	270
COUNTY OF FERMANAGH—1 School.					4630	56	Mallow, . f.	457	236
7497	13	Eunishillen (2), f.	371	170	5257	59	Bandon, . f.	742	421
		Total, . .	371	170	5669	60	St. George's-st. Lennoxstown, m.	884	545
COUNTY OF LONDONDERRY—1 School.					5840	-	Blackrock, . f.	210	80
6168	2	St. Columb's (2), f.	508	259	5896	-	Douglas-street, m.	1,428	560
		Total, . .	508	259	6153	-	St. Finbar's, f.	1,670	673
					6376	-	Queenstown, f.	808	594
					6528	-	St. Joseph's, f.	914	395
					7651	60	Clenakilly, . f.	715	306
					0410	60	Passage West, i.	315	178
					0450	58	Shillbreen (2), f.	703	362
					9141	-	Bantry, . f.	336	206
					9523	-	Castletown, . f.	308	171
					10047	55	Moorsom, . f.	487	282
					10232	-	Kanturk, . f.	528	216
							Total, . .	15,093	6,797

COUNTY OF KERRY—12 Schools.					COUNTY OF DUBLIN—16 Schools.				
Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.	Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
533	57	Killarney (1), . f.	610	269	715	37	Lecan, . f.	238	96
539	54	Dingle, . f.	510	271	721	40	Blackrock, . f.	511	313
545	54	Trillick (1), . f.	928	477	729	38	Lariste, . f.	284	118
1793	57	Killarney, . m.	574	250	1149	30	King's Inns-st. f.	1,777	781
1838	-	Milltown, . f.	463	175	1905	38	Beetown, . f.	230	103
2634	-	Calricrovan, . f.	416	187	2010	-	Baggot-street, f.	2,195	781
3633	-	Milltown, . m.	346	125	5600	40	Kingstown, . f.	997	621
4902	54	Listowel, . f.	794	334	5838	30	George's-hill, f.	1,389	452
6215	-	Castletown, f.	640	300	6372	38	Fire-house, . f.	226	91
6654	57	Killarney (2), f.	278	152	6743	-	Warrenmount, f.	605	315
8220	-	Kommar, . f.	577	375	7029	-	Tranquilla, . f.	228	66
9266	54	Trillick (2), f.	340	163	7182	40	Dalkey, . f.	203	138
Total, . .			6,477	3,030	7546	39	Golden-bridge, f.	723	274
COUNTY OF LIMERICK—9 Schools.					7808	40	Glasthule, . f.	333	180
579	51	SS. Mary and Man- chin's, . f.	1,195	602	7883	37	Clondalkin, f.	278	128
5148	-	Perry-square, . f.	902	334	9748	38	Rennstown, f.	422	212
5547	-	Sexton-street, f.	1,451	460	Total, . .			10,864	4,671
5554	-	St. Mary's, . f.	151	29	COUNTY OF KILDARE—5 Schools.				
6182	52	St. Catherine's, f.	556	333	771	44	Kildare, . f.	244	69
6369	-	St. Anne's, . f.	515	238	779	37	Maynooth, . f.	263	117
6385	51	St. John's-sq., f.	891	392	1151	-	Chase, . f.	170	97
9296	-	Adare, . f.	297	135	3246	-	Noss, . f.	894	191
10106	46	Domin, . f.	372	132	4997	44	Athy, . f.	651	290
Total, . .			6,226	2,659	Total, . .			1,732	774
COUNTY OF TIPPERARY—0 Schools.					COUNTY OF KILKENNY—3 Schools.				
581	53	Cashel, . f.	772	328	900	47	Kilkenny, . f.	890	287
2133	36	Air-hill, . f.	450	241	5437	49	Moscon, . f.	311	122
4088	43	Thurles, . f.	576	264	9134	47	Gorebridge, f.	179	88
7392	36	Nonagh, . f.	642	239	Total, . .			1,480	497
8503	53	Pether, . f.	539	264	COUNTY OF KING'S COUNTY—6 Schools.				
9407	43	Templemore, f.	342	174	923	41	Killina, . f.	213	86
9422	45	Tipperary, . f.	853	379	2060	-	Tullamore, . f.	846	408
10120	58	Cahir, . f.	869	302	3230	36	Birr, . f.	542	277
Total, . .			5,063	2,191	7471	41	Portlinton, f.	387	132
COUNTY OF WATERFORD—3 Schools.					8382	-	Clara, . f.	237	82
1289	48	Tallow, . f.	535	172	9227	36	Banagher, . f.	149	70
3228	-	Cappoquin, . f.	390	223	Total, . .			2,474	1,052
Total, . .			733	395	COUNTY OF LONGFORD—1 School.				
LEINSTER—63 Schools.					637	20	Longford, . f.	548	190
COUNTY OF CARLOW—5 Schools.					Total, . .			548	190
881	39	Tallow, . m.	522	120					
882	-	Ditto, . f.	280	126					
886	-	Carlow, . f.	793	273					
1926	-	Begnalstown, f.	329	143					
10010	-	Carlow, . l.	208	90					
Total, . .			1,840	757					

## COUNTY OF LOUTH—5 Schools.

Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
851	25	Dragheda, . f.	881	422
8837	-	Dunsalk (2), . f.	853	353
8082	-	St. Mary's, . f.	418	204
8445	-	Ardee (2), . f.	362	156
10475	-	Dragheda, . i.	124	63
Total, . .			2,638	1,198

## COUNTY OF WICKLOW—4 Schools.

Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
5237	49	Dalguny, . f.	148	61
7190	-	Beny (2), . f.	424	216
10192	-	St. Michael's, . f.	268	63
10418	-	Wicklow, . f.	485	286
Total, . .			1,265	646

## COUNTY OF MEATH—2 Schools.

883	29	Navan (1), . f.	469	203
7472	-	Do. (2), . f.	489	247
Total, . .			958	450

## CONNAUGHT—16 Schools.

## COUNTY OF GALWAY—9 Schools.

1011	35	Loughrea, . f.*	-	-
1013	34	Rahoon, . f.	663	214
1016	-	Galway, . m.	1,052	335
4515	-	Newtownsmith, . f.	775	465
6523	35	St. Vincent's, . f.	518	249
6839	-	Ballinasloe, . f.	636	329
8105	42	Geet (2), . f.	623	257
8323	34	Oughtonard, . f.	354	179
8785	-	Oxamore, . f.	323	170
Total, . .			4,551	2,389

## QUEEN'S COUNTY—5 Schools.

902	41	Coote-street, . f.	214	93
1866	-	Maryborough, . f.	430	226
3826	-	Abbeylisc, . f.	246	127
6497	44	Stradbally, . f.	310	201
7183	-	Mountmellick, . f.	352	144
Total, . .			1,551	791

## COUNTY OF LENTRIM—1 School.

9735	31	Drumshambo, . f.	129	49
Total, . .			129	49

## COUNTY OF WESTMEATH—3 Schools.

934	33	Mullingar, . f.	622	280
6074	-	Rockford Bridge, . f.	262	96
9092	-	Moate (2), . f.	444	155
Total, . .			1,328	531

## COUNTY OF MAYO—2 Schools.

5215	20	Ballina, . f.	385	167
7718	21	Swinsford, . f.	390	165
Total, . .			675	332

## COUNTY OF ROSCOMMON—3 Schools.

7238	27	Roscommon, . f.	387	213
7722	35	St. Peter's, . f.	543	158
10008	23	Abbeycannon, . f.	432	167
Total, . .			1,362	538

## COUNTY OF WEXFORD—8 Schools.

967	50	New Ross, . f.	475	196
969	-	Wexford, . f.	869	330
3634	39	Newtownbarry, . f.	120	50
3824	40	Gorey, . f.	233	128
4849	50	Wexford, . i.	411	216
6058	-	Enniscorthy, . f.	411	159
8221	-	Templeshannon, . f.	249	115
9047	-	New Ross (2), . f.	355	147
Total, . .			3,123	1,359

## COUNTY OF SLIGO—1 School.

5851	12	Sligo, . . f.	715	279
Total, . .			715	279

\* School closed.

SUMMARY OF ULSTER.				SUMMARY OF LEINSTER.			
County.	No. of Schools.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.	County.	No. of Schools.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
ANTRIM, . . . .	2	1,767	751	CARLOW, . . . .	5	1,840	757
ARMAGH, . . . .	3	1,538	568	DUBLIN, . . . .	18	10,864	4,571
CAYN, . . . . .	3	1,006	347	KILDARE, . . . .	5	1,732	774
DONEGAL, . . . .	2	908	134	KILKENNY, . . . .	3	1,480	497
DOWN, . . . . .	2	908	406	KING'S, . . . . .	6	2,474	1,052
FERRANAGH, . . .	1	571	170	LONGFORD, . . . .	1	548	180
LONDONDERRY, . .	1	388	259	LOUTH, . . . . .	5	2,638	1,198
MONAGHAN, . . . .	1	209	152	MEATH, . . . . .	2	958	450
TYRONE, . . . . .	2	653	271	QUINN'S, . . . . .	5	1,561	791
TOTAL, . . . . .	17	7,582	3,050	WESTMEATH, . . .	3	1,248	511
				WEXFORD, . . . . .	8	3,123	1,358
				WICKLOW, . . . . .	4	1,265	648
				TOTAL, . . . . .	63	29,751	12,888
SUMMARY OF MUNSTER.				SUMMARY OF CONNAUGHT.			
CLARE, . . . . .	3	1,330	646	GALWAY, . . . . .	9	4,831	2,269
CORK, . . . . .	23	15,093	6,797	LEITRIM, . . . . .	1	129	49
KERRY, . . . . .	12	6,477	3,655	MAYO, . . . . .	2	875	350
LENEXICK, . . . .	9	6,228	2,659	ROSCOMMON, . . .	3	1,342	554
TIPPERARY, . . . .	8	5,063	2,191	SLEIGH, . . . . .	1	715	279
WATERFORD, . . . .	2	733	393	TOTAL, . . . . .	16	8,012	3,521
TOTAL, . . . . .	55	34,054	15,726				

## SUMMARY IN PROVINCES OF THE FOREGOING.

Province.	No. of Schools.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1870.
ULSTER, . . . . .	17	7,582	3,050
MUNSTER, . . . . .	55	34,054	15,726
LEINSTER, . . . . .	63	29,751	12,888
CONNAUGHT, . . . .	16	8,012	3,521
TOTAL, . . . . .	131	89,199	35,193

## APPENDIX N.

LIST of AGRICULTURAL SCHOOLS in connexion with BOARD on 31st  
December, 1870.I.—21 FIRST CLASS AGRICULTURAL SCHOOLS under exclusive MANAGEMENT of  
BOARD.

Note—Schools marked with an asterisk are under Mr. Boyle's inspection.

No.	County.	Roll No.	School.	Post Town.	Acres of Farm.	Disciples No.
1	Antrim, . . .	6737	Ballymoney, . . .	Ballymoney, . . .	A. R. P.	5
2	Ditto, . . .	6967	Ulster (Belfast), . . .	Belfast, . . .	106 1 25	9
3	Cavan, . . .	5627	Bailieborough, . . .	Bailieborough, . . .	48 0 15	24
4	Down, . . .	6868	Temple Douglas, . . .	Lettarconny, . . .	20 0 0	1
5	Ditto, . . .	4705	Dunlewy, . . .	Dunlewy, . . .	18 0 0	1
6	Monaghan, . . .	4885	Bath, . . .	Broomfield, Castleblayney, . . .	42 2 0	24
7	Cork, . . .	1273	Glandore,* . . .	Leap, Roscarberry, . . .	24 3 3	59
8	Ditto, . . .	5286	Parrah,* . . .	Kildare, . . .	40 3 8	56
9	Ditto, . . .	5635	Dunmanway,* . . .	Dunmanway, . . .	12 0 0	59
10	Ditto, . . .	6736	Monaster (Cork),* . . .	Cork, . . .	120 3 17	66
11	Limerick, . . .	5643	Mount Trenchard,* . . .	Foyens, Shannagolden, . . .	30 0 0	52
12	Ditto, . . .	5564	Torroo,* . . .	Clarina, Limerick, . . .	23 2 21	51
13	Ditto, . . .	6869	Limerick,* . . .	Limerick, . . .	70 3 3	51
14	Tipperary, . . .	3604	Kyle Park, . . .	Borrisokane, . . .	16 0 2	36
15	Ditto, . . .	5424	Derrycastle, . . .	Killaloe, . . .	10 1 23	51
16	Ditto, . . .	5615	Gurnandown,* . . .	Ardinacan, Clonmel, . . .	47 2 33	53
17	Dublin, . . .	—	Albert Training Institution, . . .	Glasnevin, . . .	178 3 24	50
18	Kildare, . . .	6209	Athy, . . .	Athy, . . .	84 0 26	44
19	Kilkenny, . . .	3251	Woodstock, . . .	Imistigue, . . .	8 2 33	49
20	Ditto, . . .	6981	Kilkenny, . . .	Kilkenny, . . .	79 0 34	47
21	Leitrim, . . .	1125	Leitrim, . . .	Leitrim, . . .	15 0 0	33

## II.—16 FIRST-CLASS AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT.

1	Antrim, . . .	2454	Larne, . . .	Larne, . . .	7 0 23	8
2	Ditto, . . .	6661	Ballycarry, . . .	Ballycarry, . . .	7 0 23	8
3	Fermanagh, . . .	3951	Currik, . . .	Lisbellaw, Enniskillen, . . .	28 0 0	13
4	Monaghan, . . .	370	Cornagilla, . . .	Monaghan, . . .	16 0 0	18
5	Tyrone, . . .	9868	Loughish, . . .	Dunmanagh, . . .	80 0 20	6
6	Clare, . . .	5186	Chahersarkin,* . . .	Ennistymon, . . .	20 0 0	42
7	Ditto, . . .	3573	Sallybank,* . . .	Broadford, . . .	16 0 0	31
8	Ditto, . . .	2439	Pluckis,* . . .	Feakle, . . .	14 2 15	42
9	Waterford, . . .	1710	Glengarra,* . . .	Lismore, . . .	20 0 0	46
10	Carlow, . . .	5863	Garryhill, . . .	Baginbown, . . .	11 2 10	29
11	Kilkenny, . . .	6189	Piltown,* . . .	Piltown, . . .	3 1 26	53
12	King's, . . .	824	Rahan, . . .	Tullamore, . . .	12 3 0	41
13	Meath, . . .	6592	Woodpole, . . .	Kells, . . .	15 0 0	29
14	Galway, . . .	1320	Ballinakil, . . .	Marble Hill, Longree, . . .	30 0 0	35
15	Ditto, . . .	3842	Clonskenkeryl, . . .	Manlough, Mount Bellew, . . .	25 0 0	35
16	Recessmon, . . .	5783	Glanduff, . . .	Lecarrow, Athlone, . . .	50 2 20	27



## III.—10 SCHOOL GARDENS.†

No.	County.	Roll No.	School.	Post Town.	Area of Garden.	District No.
1	Armagh, . .	7300	Deerycaghan, . .	Markethill, . .	A. R. P. 0 1 0	16
2	Donegal, . .	5230	Convey, . . . .	Raphoe, . . . .	0 1 0	1
3	Ditto, . . .	1864	Castlefin, No. 1, . .	Castlefin, . . . .	0 1 0	6
4	Ditto, . . .	7137	Dreanavish, . . . .	Suzmorlar, . . . .	0 1 10	6
5	Tyrone, . . .	8351	Moy, . . . . .	Moy, . . . . .	0 2 0	15
6	Dublin, . . .	4082	Glanavin, . . . .	Glanavin, . . . .	1 2 19	30
7	Longford, . .	856	Longford, . . . .	Longford, . . . .	0 1 33	28
8	Mayo, . . . .	1074	Ballyhadreen, . . .	Ballyhadreen, . . .	0 1 0	21
9	Ditto, . . . .	3937	Prison, . . . . .	Balla, Ballyglas, . .	0 1 0	26
10	Rossmore, . .	4100	Loughlynn, . . . .	Loughlynn, Frenchpark,	0 2 27	21

## IV.—100 ORDINARY AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	District No.
1	Armagh, . .	4060	Poyntzpass, . . . .	Poyntzpass, . . . .	A. R. P. 2 0 10	16
2	Ditto, . . .	4271	Tanisky, . . . . .	Ditto, . . . . .	7 0 0	16
3	Ditto, . . .	4325	Drumhanagher, . .	Ditto, . . . . .	1 0 0	19
4	Cavan, . . .	4942	Drung, . . . . .	Drung, Ballyhaise, . .	11 1 25	23
5	Ditto, . . .	6837	Termont, . . . . .	Killinkera, Virginia, .	25 3 26	24
6	Ditto, . . .	8713	Cornaleigh, . . . .	Glangolm, Down, . .	12 2 0	31
7	Ditto, . . .	4024	Tullycasson, . . . .	Ditto, . . . . .	15 0 0	31
8	Ditto, . . .	8812	Kilcoy, . . . . .	Granard, . . . . .	4 1 20	23
9	Ditto, . . .	6097	Monragh, . . . . .	Blackilan, . . . . .	14 0 0	13
10	Donegal, . .	5363	Balleighna, . . . .	Manerconningham, Stra- bana, . . . . .	30 2 0	1
11	Ditto, . . .	5000	Carradoss, . . . . .	Rathmellon, Rathmellon, .	8 2 0	1
12	Ditto, . . .	1835	Toshan, . . . . .	Burnfoot, Derry, . .	4 0 0	2
13	Ditto, . . .	8425	Myragh, . . . . .	Fahacragh, Dushanaghy, .	5 2 26	1
14	Ditto, . . .	9202	Donaghtmore, . . .	Castlefin, . . . . .	9 0 0	6
15	Ditto, . . .	6571	Arranmore Island, .	Burton Port, Letterkenny, .	4 0 0	1
16	Ditto, . . .	6349	Croavey, . . . . .	Rathmullen, . . . . .	5 0 0	1
17	Ditto, . . .	5874	Coshmore, . . . . .	Rosnovagh, Ballyshannon	13 2 5	5
18	Ditto, . . .	4909	Kendoe, . . . . .	Burton Port, Letterkenny, .	8 0 0	1
19	Ditto, . . .	1735	Killybegs, . . . . .	Killybegs, . . . . .	3 2 20	5
20	Ditto, . . .	4418	Curlickboy, . . . .	Ballyshannon, . . . .	2 2 0	5
21	Down, . . .	0991	Hill Hall, . . . . .	Lisburn, . . . . .	1 2 20	17
22	Fermanagh, .	3794	Crivee, . . . . .	Fivemiletown, . . . .	10 2 16	18
23	Ditto, . . .	9736	Lack, . . . . .	Lack, Kesh, . . . . .	5 3 0	13
24	Ditto, . . .	1741	Gushedy, . . . . .	Ederney, . . . . .	16 0 0	5
25	Meath, . . .	5114	Broomfield, . . . .	Castletown, . . . . .	9 3 0	24
26	Ditto, . . .	5499	Ashburton, . . . . .	Ditto, . . . . .	5 0 0	24
27	Ditto, . . .	6031	Cormeen, . . . . .	Monaghan, . . . . .	11 0 23	18
28	Tyrone, . . .	1557	Ballymenor, . . . .	Donnamagh, . . . . .	54 0 0	6
29	Ditto, . . .	2336	Drumnafern, . . . .	Castlecarnfield, . . .	10 2 38	15
30	Ditto, . . .	8438	Castlescragh, . . . .	Castlederg, . . . . .	1 0 0	6
31	Ditto, . . .	9286	Parknash, . . . . .	Danganon, . . . . .	2 0 30	15
32	Clare, . . .	448	Parteen, . . . . .	Limerick, . . . . .	2 1 7	61
33	Ditto, . . .	6703	Tubber, . . . . .	Gort, . . . . .	10 3 38	43
34	Ditto, . . .	2318	Ballanrae, . . . . .	Crusheen, Ennis, . . .	8 2 1	42
35	Ditto, . . .	6573	Movea, . . . . .	Carrigaholt, . . . . .	11 1 14	45
36	Ditto, . . .	3400	Drumadoss, . . . .	Gort, . . . . .	28 0 0	42
37	Ditto, . . .	7708	Tollymore, . . . . .	Kilrush, . . . . .	6 2 35	45
38	Ditto, . . .	8241	Scrapal, . . . . .	Miltown Malbay, . . .	2 0 0	45
39	Cork, . . . .	5700	Clonkeen, . . . . .	Roscarberry, . . . . .	8 0 0	59
40	Ditto, . . .	3431	Kildann, . . . . .	Rathcormack, Farmoy, .	7 0 22	56
41	Ditto, . . .	8295	Freemount, . . . .	Milford, Charleville, . .	9 0 0	55
42	Ditto, . . .	4435	Newmarket, . . . .	Newmarket, Kantuck, . .	15 1 29	55
43	Kerry, . . .	7813	Dirreenarragh, . . .	Kennmare, . . . . .	4 0 0	57
44	Ditto, . . .	6091	Lansdowne, . . . .	Ditto, . . . . .	7 0 0	58
45	Ditto, . . .	8251	Sneem, . . . . .	Sneem, . . . . .	3 0 0	57
46	Limerick, . .	4487	Killacolla, . . . .	Bruree, . . . . .	10 0 0	52
47	Waterford, .	5233	Grange, . . . . .	Ardmore, . . . . .	2 0 0	40

† The school gardens are all under local management with the exception of that at Glasnevin, which is under the exclusive management of the Board.

## IV.—100 ORDINARY AGRICULTURAL SCHOOLS UNDER LOCAL MANAGEMENT.—CON.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	Discal. No.
48	Waterford,	9446	Ballysaggart,*	Lismore,	A. R. P.	48
49	Kildare,	2284	Twonickhouse,	Naas,	12 0 0	49
50	Ditto,	1713	Clane,	Clane,	4 3 17	50
51	Ditto,	779	Tiermohan,	Clane,	2 1 12	51
52	Ditto,	6174	Rathcoffey	Kilcock,	2 0 30	52
53	Kilkenny,	4281	Ballyglose,*	Clane,	5 2 2	53
54	Ditto,	6183	Whitethureb,*	Piltown,	8 3 24	54
55	Ditto,	6919	Clonmore,*	Carrick-on-Suir,	8 0 13	55
56	Longford,	5559	Rathcline,	Piltown,	3 1 0	56
57	Ditto,	1435	Cleontagh,	Laneborough,	7 0 0	57
58	Ditto,	7877	Stonespark,	Killeshoe, Longford,	10 0 0	58
59	Meath,	885	Ratoath,	Longford,	2 1 28	59
60	Ditto,	2797	Kilcloon,	Ratoath,	7 3 20	60
61	Queen's,	6555	Rath,	Maynooth,	2 0 0	61
62	Ditto,	1312	Arlee,	Ballybriss,	2 1 0	62
63	Westmeath,	931	Ballinvally,	Ballinacorney,	3 1 0	63
64	Wicklow,	4588	Dalguay,	Castletown-delvin,	6 2 0	64
65	Galway,	1645	Kilvarna,	Dalguay,	3 0 0	65
66	Ditto,	4216	Castletacket,	Kilvarna,	19 0 0	66
67	Ditto,	8264	Reker, No. 2,	Castletacket, Tann,	19 0 0	67
68	Ditto,	8063	Williamstown,	Bangor,	8 2 20	68
69	Leitrim,	3842	Drumadorn,	Williamstown, Ballymoe,	9 0 0	69
70	Ditto,	5294	Askill,	Clons, Mohill,	2 2 0	70
71	Ditto,	6079	Tullyclewagh,	Ballyshannon,	20 0 0	71
72	Mayo,	4602	Carragorm,	Drumakearna,	6 0 0	72
73	Ditto,	1413	Doonatic,	Knockmore, Ballina,	9 0 0	73
74	Ditto,	1038	Brassa,	Buncladden, Ballymote,	1 2 19	74
75	Ditto,	7327	Roskay,	Ballygladreen,	4 1 0	75
76	Ditto,	5120	Lahinch,	Ditto,	8 2 0	76
77	Ditto,	2280	Clonghnan,	Hollymount,	8 0 0	77
78	Ditto,	7750	Derrinacorta,	Knockmore, Ballina,	4 2 0	78
79	Ditto,	6230	Liondslea,	Ballygladreen,	2 3 32	79
80	Ditto,	7519	Cloosca,	Ballina,	1 3 0	80
81	Ditto,	6845	Beckan,	Carrowcastle, Ballygladreen,	4 0 0	81
82	Ditto,	10206	Turlough,	Ballybunna,	1 2 13	82
83	Ditto,	3969	Caltibe,	Ballyhenry, Swinford,	23 0 0	83
84	Ditto,	3932	Kilmoevoe, No. 1,	Killemagh,	1 0 0	84
85	Roscommon,	1697	Cornafulla,	Kilmoevoe, Ballygladreen,	8 0 0	85
86	Ditto,	7292	Ballymurray,	Athlone,	13 3 11	86
87	Ditto,	6405	Ballymurray,	Ballymurray,	20 0 0	87
88	Ditto,	7997	Ballymurray,	Ballycoran, Ballinadee,	5 1 7	88
89	Ditto,	7863	Mauntallen,	Roskey,	11 0 0	89
90	Ditto,	9468	Ballyfeaney,	Kendal,	4 3 10	90
91	Sligo,	1213	Goavagh,	Strokestown,	13 0 0	91
92	Ditto,	1347	Campbell,	Ballyfarnon, Carrick-on-Shannon,	8 0 38	92
93	Ditto,	6484	Curry,	Collooney,	7 0 0	93
94	Ditto,	9609	Deonilla,	Ballyghy, Swinford,	4 0 4	94
95	Ditto,	8628	Powellaboro',	Skreen,	3 0 0	95
96	Ditto,	4106	Killeshoe,	Tabbercurry,	2 2 15	96
97	Ditto,	7761	Bunnacranagh,	Dromore West,	13 0 0	97
98	Ditto,	8086	Culfadis,	Ballyghy, Swinford,	2 2 0	98
99	Ditto,	7928	Carrowroe,	Ballymote,	15 0 0	99
100	Ditto,	1693	Banada,	Sligo,	4 3 52	100
				Acilre, Tabbercurry,	1 2 30	21

## APPENDIX C.

## LIST OF TEACHERS IN RECEIPT OF SUPPLEMENTAL OR GOOD SERVICE SALARY.

With a view to encourage efficient and earnest teachers to labour zealously for the improvement of their schools, Supplemental or Good Service Salaries, in addition to the ordinary class salaries, are awarded upon the recommendation of the Head and District Inspectors, and in accordance with the following graduated scale, based upon literary classification, and length of service:—

SCALE OF GOOD SERVICE SALARIES.

OF Class.	MALES.						FEMALES.					
	After good service of						After good service of					
	8 Years.	12 Years.	17 Years.	17 Years.	17 Years.	17 Years.	8 Years.	13 Years.	13 Years.	13 Years.	17 Years.	17 Years.
III <sup>a</sup>	£ 3 0 0	£ 4 0 0	£ 5 0 0	£ 5 0 0	£ 5 0 0	£ 5 0 0	£ 2 0 0	£ 3 0 0	£ 3 0 0	£ 3 0 0	£ 4 0 0	£ 4 0 0
III <sup>b</sup>	4 0 0	5 0 0	6 0 0	7 0 0	7 0 0	7 0 0	3 0 0	4 0 0	4 0 0	4 0 0	5 0 0	5 0 0
III <sup>c</sup>	5 0 0	6 0 0	7 0 0	8 0 0	8 0 0	8 0 0	4 0 0	5 0 0	5 0 0	5 0 0	6 10 0	6 10 0
I <sup>a</sup>	6 0 0	7 10 0	8 10 0	9 10 0	9 10 0	9 10 0	5 10 0	6 10 0	6 10 0	6 10 0	7 10 0	7 10 0
I <sup>b</sup>	7 0 0	8 10 0	9 10 0	10 0 0	10 0 0	10 0 0	6 0 0	7 0 0	7 0 0	7 0 0	8 0 0	8 0 0
I <sup>c</sup>	8 0 0	9 10 0	10 0 0	11 0 0	11 0 0	11 0 0	7 0 0	8 0 0	8 0 0	8 0 0	9 0 0	9 0 0

The regulations under which these Salaries are awarded, and continued, are:—

1. No teachers less than eight years in the Commissioners' service from date of first obtaining classification, or who may rank below III<sup>a</sup> Class, or at whose schools the daily average attendance is under thirty-five, shall be entitled to Good Service Salary.
2. No teachers shall be eligible for this salary who have been fined or depressed for misconduct, or who have been reprimanded or admonished for serious neglect.
3. When a teacher in receipt of Supplemental Salary, shall have completed the period of service next above that on account of which such award was made, the higher rate of Good Service Salary attached to such higher period shall not be paid until so recommended by Inspector.
4. When a teacher shall become entitled to a higher rate of Supplemental Salary by promotion from one class to another, such higher rate shall not be paid until the expiration of one year in the new class, nor until such increase shall have been specially recommended by Inspector.
5. Teachers who, after having obtained Good Service Salaries, shall relax in their efforts or fail in those qualities that first obtained them this distinction, or at whose schools the average attendance shall fall below thirty-five, shall thereby forfeit such Supplemental Salary.

County.	Roll No.	School.	Name of Teacher, and Term of Service completed since first Classification.					
			Males.			Females.		
			8 Years.	13 Years.	17 Years.	8 Years.	13 Years.	17 Years.
ANTRIM	6053	Mount Cottage,	—	—	—	William Foster,	—	—
	78	Ballyvaughan,	—	—	—	Thomas Bagby,	—	—
	8726	York-street,	—	—	—	Daniel McKee,	—	—
	8253	Linenhall-street,	—	—	—	Hugh Kelly,	—	—
	9403	Adams-street,	—	H. P. Ward,	—	—	—	—
	3552	Guy's Green,	—	—	—	John Alexander,	—	—

## Teachers in receipt of Good Service Salary—continued.

County.	Roll No.	School.	Names of Teacher, and Term of Service completed since first Classification.				
			Males.		Females.		
			8 Years.	12 Years.	17 Years.	22 Years.	27 Years.
Antrim	7630	Fishwick-place,	-	-	Torrans Elliott,	-	-
Ditto	3091	Victoria-place,	-	-	John Boal,	-	-
Ditto	3817	Knockabellah,	-	-	James McWilliams,	-	-
Ditto	47	Dunzevery,	-	-	Joseph Cankry,	-	-
Ditto	53	Ballyclare, No. 2,	-	-	David J. McCune,	-	-
Ditto	6581	Earl-street,	-	-	Edward Rogers,	-	-
Ditto	7423	Eglinton-street,	-	-	George Quinn,	-	-
Ditto	2672	Townsend-street,	-	-	William Kirkline,	-	-
Ditto	1993	Ballynascion,	-	-	John Boyd,	-	-
Ditto	2575	Broughshane,	-	-	-	-	Jane Bulck.
Ditto	5060	Guy's,	-	-	-	-	Margaret Buchanan.
Ditto	8388	Earl-street,	-	-	-	-	Mary A. Rogers.
Ditto	8382	Ballyboly,	-	-	-	-	Jane Logan.
Ditto	1476	Frederick-street,	-	-	-	-	Isabella Ferguson.
Ditto	2454	Larne,	-	-	William Hay,	-	-
Ditto	9224	Ballyricardmore,	-	-	Jas. Snoddy,	-	-
Ditto	83	Terragh,	-	-	Saml. McWilliams,	-	-
Ditto	5503	Cannor,	-	-	-	-	Eliza McDowell.
Ditto	6721	Brown-street,	-	-	-	-	-
Ditto	9053	Mansley,	-	-	-	-	-
Ditto	5934	Woolhill Mill,	-	-	Samuel Barbour,	-	-
Ditto	7757	Guy's,	-	-	-	-	-
Ditto	1274	Benderry,	-	-	-	-	-
Ditto	5132	Frederick-street,	-	-	-	-	-
Ditto	2921	May-street,	-	-	-	-	-
Ditto	5975	Northumberland-st.,	-	-	-	-	-
Ditto	7238	Alford-street,	-	-	-	-	-
Ditto	10375	McQueen-street,	-	-	-	-	-
Ditto	7983	Alexander-st., West,	-	-	-	-	-
Ditto	5888	Camlough,	-	-	Elton McGinnis,	-	-
Ditto	7748	Galgorm,	-	-	-	-	-
Ditto	80	Magharra,	-	-	Robert Henry,	-	-
Ditto	8265	Market-square,	-	-	Samuel Hall,	-	-
Ditto	8368	Do,	-	-	-	-	-
Ditto	2270	Armagh,	-	-	-	-	-
Ditto	2013	Bushmills,	-	-	-	-	-
Ditto	1737	Broombarrow,	-	-	-	-	-
Armagh			-	-	-	-	-



## Teachers in receipt of Good Service Salary—continued.

County.	Reli. No.	School.	Name of Teacher, and Term of Service completed since first Classification.				
			Males.		Females.		
			8 Years.	12 Years.	17 Years.	22 Years.	27 Years.
Desagul	5272	Mosmore,	-	-	John Sweeney.	-	-
Ditto	1572	Dunfries,	-	-	Wm. McLoonhlin.	-	-
Ditto	7148	Monreagh,	-	-	Henry Allen.	-	-
Ditto	6109	Murray,	-	-	John McConnell.	-	-
Ditto	2953	Glanville,	-	-	Andrew Pury.	-	-
Ditto	4430	Ballyvaughan,	-	-	Daniel Gibbons.	-	-
Ditto	2235	Doonagh,	-	-	-	-	-
Ditto	4421	Ballyvaughan,	-	-	-	-	-
Ditto	8877	Dungloe,	-	-	-	-	-
Ditto	1240	Keoughan,	-	-	-	-	-
Ditto	1369	Crough,	-	-	-	-	-
Ditto	2952	Desagul,	-	-	Jas. Gallagher.	-	-
Ditto	7588	Desagul,	-	-	Thos. McGieley.	-	-
Ditto	7681	Kilkeary,	-	-	John W. Hunter.	-	-
Ditto	6082	Tesilo,	-	-	-	-	-
Ditto	5874	Letterlad,	-	-	-	-	-
Ditto	1734	Conluere,	-	-	-	-	-
Ditto	8078	Mallacore,	-	-	-	-	-
Ditto	7225	Kilkeary,	-	-	-	-	-
Ditto	9834	Gorteeney,	-	-	-	-	-
Ditto	1964	Letterlad,	-	-	-	-	-
Ditto	8324	Raphoe (2),	-	-	-	-	-
Ditto	2936	Letterlad,	-	-	-	-	-
Ditto	2480	Letterlad,	-	-	-	-	-
Ditto	9660	Banemore,	-	-	-	-	-
Ditto	1533	Cashel,	-	-	-	-	-
Ditto	2145	Gorteeney,	-	-	-	-	-
Ditto	4033	Stranlar,	-	-	-	-	-
Ditto	5734	Balrui,	-	-	-	-	-
Ditto	6390	Letterlad,	-	-	-	-	-
Ditto	9092	Rossakill,	-	-	-	-	-
Ditto	3578	Ballyvaughan,	-	-	-	-	-
Ditto	6054	Glenesagh,	-	-	-	-	-
Ditto	6961	Ballyvaughan,	-	-	-	-	-
Ditto	136	Tullymore,	-	-	-	-	-
Ditto	2215	Ballyvaughan,	-	-	-	-	-
Ditto	2206	Grange,	-	-	-	-	-
			Edward G. Collier.				
			Thomas Lynch.				
			Cosnell Ward.				
			J. Sweeney.				
			O. Doherty.				
			Ca. Molloy.				
			Daniel Gallagher.				
			Andrew Francis.				
			Robert Anderson.				
			Wm. McMenamin.				
			P. Molloy.				
			M. McNulty.				
			Sinnal Balla.				
			James Morgan.				
			Henry Dymond.				
			Mary Reddy.				
			Rose Gallagher.				
			Sarah Sweeney.				
			Margaret Doherty.				
			Mary Hunter.				
			Anne McGowan.				



Teachers in receipt of Good Service Salary—continued.

County.	Roll No.	School.	Name of Teacher, and Term of Service completed since last Classification.			
			Males.		Females.	
			8 Years.	12 Years.	14 Years.	17 Years.
Londonderry	311	Crangh Hill.	-	-	Samuel McIntyre.	-
Ditto	6461	Waterside, No. 2.	-	-	Wm. McCullagh.	-
Ditto	1371	Maghera.	-	-	John McClokey.	-
Ditto	294	Straw.	-	-	Thomas McGowan.	-
Ditto	8494	Milltown.	-	-	-	-
Ditto	8326	Drogheda.	-	-	-	-
Ditto	1327	Malinbeg.	-	-	Robert McAllister.	-
Ditto	2953	Ballyvaughan.	-	-	Henry Cassidy.	-
Ditto	6674	Glenilla.	-	-	-	-
Ditto	4368	Coleraine.	-	-	-	-
Ditto	1310	Maveaghagh.	-	-	John Devine.	-
Ditto	327	Ballyvaughan.	-	-	Wm. Doherty.	-
Ditto	2306	Dromagruer.	-	-	John Henry.	-
Ditto	1487	Glenone.	-	-	Henry McClokey.	-
Ditto	5550	Derandaw.	-	-	-	-
Ditto	3379	Waterside.	-	-	-	-
Ditto	8340	Killynagall.	-	-	-	-
Mounshan	8486	Oram.	John Scott.	-	-	Cath. McConnell.
Ditto	4243	Castellany.	-	-	-	-
Ditto	2243	Carracra.	-	-	Michael McNabon.	-
Ditto	8911	Derrygoon.	-	-	Francis McKenna.	-
Ditto	4897	Edmore.	-	-	Pat. Keenan.	-
Ditto	5501	Ballyvaughan.	-	-	John Keenan.	-
Ditto	4244	Castellany.	-	-	Daniel Clarkin.	-
Ditto	370	Carracra.	-	-	Francis Byrne.	-
Ditto	367	Carracra.	-	-	-	-
Ditto	2109	Carracra.	-	-	Pat. McDonnell.	-
Ditto	5113	Drumilly.	-	-	Pat. Mardock.	-
Ditto	384	Angusabbey.	-	-	William Corrigan.	-
Ditto	6028	Rockcort.	-	-	-	-
Ditto	4193	Dawson.	Pat. Cunningham.	John Hamilton.	-	-
Tyrone	8343	Sirabane, Parochial.	-	-	Charles Mathew.	-
Ditto	6807	Bridge End.	-	-	Pat. McGowan.	-
Ditto	9681	Ley.	-	-	-	-
Ditto	5763	Angusabbey.	-	-	John Boyd.	-
Ditto	2544	Ballyvaughan.	-	-	James Harvey.	-
Ditto	889	Tattnagall.	-	-	Charles Tongue.	-









## Teachers in receipt of Good Service Salary—continued.

County.	Ball No.	School.	Name of Teacher, and Term of Service completed since first Classification.				
			Males.		Females.		
			8 Years.	13 Years.	17 Years.	22 Years.	27 Years.
Kerry.	1139	Blennerville, m.	-	-	Denis Reilly.	-	-
Ditto	5401	Kilbennane, "	-	-	John Mahoney.	-	-
Ditto	1277	Boscoahere, "	-	-	Thomas Scisich.	-	-
Ditto	4459	Curraha, m.	-	-	Martin Daly.	-	-
Ditto	4064	Ballyvaughan, "	-	-	John Sheehy.	-	-
Ditto	4333	Aske, "	-	-	Jeremiah O'Connor.	-	-
Ditto	2995	Bathmore, "	-	-	John Eurlight.	-	Jane Haugeth.
Ditto	8251	Ballyvaughan, m.	-	-	Michael Golden.	-	-
Ditto	1359	Doonac, m.	-	Michael Hubbert.	-	-	-
Ditto	3150	Tramore, "	-	Thomas McFayoux.	-	-	-
Ditto	5517	Melmore, f.	-	-	Thady Flaherty.	-	-
Ditto	7537	Kilgarra, m.	-	-	Charles Brennan.	Anne Carran.	-
Ditto	538	Cahirreagh, m.	-	-	Patrick O'Brien.	M. A. Dowd.	-
Ditto	1699	Ballyvaughan, m.	-	-	-	-	-
Ditto	5003	Killoggin, f.	-	-	-	-	-
Ditto	6385	Killoggin, m.	-	-	-	-	-
Ditto	6429	Flings, m.	Daniel Keane.	Michael O'Sullivan.	-	-	-
Ditto	7813	Flings, f.	-	John Lavery.	-	-	-
Ditto	7814	Doonac, f.	-	-	-	-	-
Ditto	8232	Doonac, f.	-	-	-	-	-
Ditto	1794	Rathmore, m.	-	-	-	-	-
Ditto	5089	Portmagee, m.	-	Timothy Connell.	Daniel O'Sullivan.	-	Anne Bennett.
Ditto	7158	Caherdaniel, m.	-	-	John Mearns.	-	-
Ditto	7446	Morley's Bridge, m.	-	-	-	-	-
Ditto	8887	Coora, "	-	Jeremiah Hickey.	-	-	-
Ditto	9637	Glencough, Temporary.	Jeremiah Finnegan.	-	-	-	-
Ditto	9038	Kilbilly, m.	Thomas Carey.	-	-	-	-
Ditto	1835	S.S. Pellarand Paul's, m.	-	Thomas Clifford.	-	-	-
Ditto	3699	Pollackstown, m.	-	-	Richard Hogan.	-	-
Ditto	3786	Shanagolden, m.	-	-	William Moore.	-	-
Ditto	1888	Caherdaniel, m.	-	-	Thomas O'Reilly.	-	-
Ditto	2540	St. Treachard, m.	-	Denis Hawley.	James Haugeth.	-	Maria Haugeth.
Ditto	3131	Doonac, f.	-	-	-	-	-
Ditto	832	Kilbilly, m.	-	-	Patrick Fitzgerald.	-	-
Ditto	2684	Kilbilly, m.	-	-	George M'Kenna.	-	-
Ditto	6517	Kilbilly, f.	-	-	-	-	Mary Ferris.



## Teachers in receipt of Good Service Salary—continued.

County.	Roll No.	School.	Name of Teacher, and Term of Service completed since first Classification.				
			Males.		Females.		
			6 Years.	12 Years.	4 Years.	12 Years.	17 Years.
Waterford	1837	Summersville,	-	Michael Power.	-	-	-
Ditto	4071	Clones,	-	Thomas Flannery.	-	-	-
Ditto	1298	Tallow,	-	John O'Leary.	-	-	-
Ditto	4690	Rathcorran,	-	John Fleming.	-	-	Mary Power.
Ditto	5197	Ballygunner,	-	-	-	-	Ellen Wood.
Ditto	7469	Dunmore East,	-	-	-	-	-
Ditto	1578	Knockmahon,	-	John Reenan.	-	-	-
Ditto	4539	Dunhill,	-	-	Q. Becka.	-	-
Ditto	5233	Grange,	-	-	-	-	-
Ditto	8254	Passage East,	-	Michael Sexton.	-	Q. Mahony	-
Ditto	634	Butlerstown,	-	-	-	-	-
Ditto	1136	Newtown,	-	-	-	-	-
Ditto	7772	Clones,	-	-	-	-	-
Carlow	570	Leighlinbridge,	-	-	-	-	Q. Moloney.
Ditto	5803	Garryhill,	-	-	-	-	Catherine Fleming.
Ditto	1489	Hacketstown,	-	John Corwell.	-	-	-
Ditto	661	Clonsilla,	-	Leughlin Ryan.	-	-	-
Ditto	632	Boeris,	-	-	-	-	Maria Murray.
Ditto	674	Rathvilly,	-	-	-	-	Mary Ryan.
Dublin	3067	St. Michael's,	-	Patrick Darcy.	-	-	Mary D'Arcy.
Ditto	3061	St. Peter's,	-	Peter J. Norris.	-	-	-
Ditto	3917	Ringend,	-	-	-	-	-
Ditto	739	Harold's Cross,	-	John Harle.	-	-	-
Ditto	748	St. Andrew's,	-	Myles O'Reilly.	-	-	-
Ditto	754	St. Peter's,	-	-	-	-	-
Ditto	3690	Do. (Pillabore),	-	-	-	-	Eliza Hegna.
Ditto	9012	North Brunswick-st.,	-	-	-	-	Eliza Taylor.
Ditto	745	St. Michael & John's,	-	-	-	-	Maria Short.
Ditto	8293	Ballyvaughan,	-	-	-	-	Mary Morris.
Ditto	8294	Do.,	-	Joseph McCarrall.	-	-	Mary A. McKee.
Ditto	6290	Boatstown,	-	-	-	-	Margaret McCarrall.
Ditto	704	Dalkey,	-	Patrick Shannon.	-	-	-
Ditto	737	St. Catherine's,	-	John Styles.	-	-	-
Ditto	1394	Blackrock,	John Merrigan.	-	-	-	-
Ditto	3020	Edmondstown,	Patrick Houston.	-	-	-	-
						Ellen O'Farrell.	



Teachers in receipt of Good Service Salary—continued.

County.	Rail No.	School.	Names of Teacher, and Term of Service completed since first Classification.				
			Males.		Females.		
			8 Years.	12 Years.	17 Years.	22 Years.	27 Years.
Longford	5115	Lonsdale.	-	-	Thomas Furey.	-	17 Years.
Ditto	5915	Callumhill.	-	-	Patrick Collumh.	-	-
Ditto	3865	Ballymahon.	-	-	-	-	Margaret Morris.
Louth	6494	Ravenhill.	-	William Locke.	-	-	-
Ditto	1553	Louth.	-	-	Owen Callan.	-	-
Ditto	3252	Do.,	-	-	-	-	Mary McCabe.
Ditto	3100	Phillipstown.	-	-	Joab. Farrell.	-	-
Ditto	2794	Stonstown.	-	Hugh Byrne.	-	-	-
Ditto	4084	Rockdale.	-	Pat. Jennett.	-	-	-
Meath	1993	Clonban.	-	Laurence Hutton.	-	-	-
Ditto	3181	Stamullen.	-	-	Patrick McNamee.	-	-
Ditto	6392	Woodvale.	-	-	Thomas Madden.	-	-
Ditto	2688	Cormeen.	-	-	Patrick Rogers.	-	-
Ditto	4210	Kilmeash.	-	-	Mathew English.	-	-
Ditto	3807	Nobber.	-	-	-	-	-
Ditto	1509	Kentown.	-	John Genghty.	-	-	-
Ditto	5732	Drumacraigh.	-	-	-	-	Ellen McDonnell.
Ditto	6554	Dulack.	-	-	John White.	-	-
Ditto	1431	Kilcurre.	-	-	-	-	-
Ditto	1669	Abboy.	-	-	-	-	-
Ditto	6183	Loughmore.	-	-	G. Duncan.	-	-
Ditto	4019	Tallaghanstown.	-	-	Pat. Duffy.	-	-
Queen's	895	Ballinacill.	-	-	John Feeney.	-	-
Ditto	1635	Leggacourt.	-	-	David Collins.	-	-
Ditto	924	Reary.	-	-	Denis Connors.	-	-
Ditto	908	Caradoc.	-	-	-	-	Eliza Dunne.
Ditto	2361	Abbeylax.	-	-	-	-	-
Ditto	2731	Castletown.	-	-	John O'Reilly.	-	-
Ditto	7512	Knock.	-	-	-	-	Ellen Cullen.
Ditto	3206	Brinsell.	-	-	Catherine Grogan.	-	-
Ditto	5442	Rossallia.	-	-	-	-	Bridget Pillion.
Ditto	914	Kilmeash.	-	-	-	-	Bridget Connors.
Ditto	2024	Knock.	-	-	Catherine Dalton.	-	-
Ditto	925	Baham.	-	William Lator.	-	-	-



Ditto	905	Trumane,	—	John Kavanagh,	—	—	—	—	Catharina Moseley,
Ditto	889	Merete,	—	James Moore,	—	—	—	—	—
Ditto	922	Montemellik,	m.	Thomas Buggy,	—	—	—	—	—
Ditto	1805	Shasabos,	—	—	—	—	—	—	—
Westmeath	3555	Kinsagad,	—	—	—	—	—	—	—
Ditto	5513	Castlegallard,	m.	—	—	—	—	—	—
Ditto	5514	Do.,	f.	—	—	—	—	—	—
Ditto	8057	Tang,	m.	John Conlon,	—	—	—	—	—
Ditto	943	Milbown,	—	Thomas Ferrall,	—	—	—	—	—
Wexford	9104	Shialbagan,	m.	—	—	—	—	—	—
Ditto	7370	Danescasla,	—	William Murphy,	—	—	—	—	—
Ditto	2602	Ballygarra,	f.	—	—	—	—	—	—
Ditto	857	Horewood,	m.	—	—	—	—	—	—
Wicklow	5949	Badrurn,	—	—	—	—	—	—	—
Ditto	979	Newbridge,	—	—	—	—	—	—	—
Ditto	972	Ballinglass,	—	—	—	—	—	—	—
Ditto	2377	Arklow,	f.	—	—	—	—	—	—
Ditto	977	Ballyconnell,	—	James Fox,	—	—	—	—	—
Ditto	965	St. Kevin's,	—	—	—	—	—	—	—
Ditto	2276	Arklow,	m.	Thomas Murphy,	—	—	—	—	—
Ditto	8960	Roundwood,	—	—	—	—	—	—	—
Ditto	10105	Canary,	—	—	—	—	—	—	—
Galway	2074	Pectons,	—	—	—	—	—	—	—
Ditto	1005	Woodlawn,	—	—	—	—	—	—	—
Ditto	4709	Pederswell,	—	John O'Connor,	—	—	—	—	—
Ditto	6313	Kilmenyue,	—	—	—	—	—	—	—
Ditto	2104	Knecher,	f.	—	—	—	—	—	—
Ditto	8848	Attymon,	—	John Barnes,	—	—	—	—	—
Ditto	1645	Kilvora,	m.	—	—	—	—	—	—
Ditto	7194	Derechar,	—	Wm. Pynn,	—	—	—	—	—
Ditto	8423	Mahuegh,	—	—	—	—	—	—	—
Ditto	8513	Killimory,	—	—	—	—	—	—	—
Ditto	2399	Lakyla,	—	Joseph Molony,	—	—	—	—	—
Ditto	6260	Ardrinax,	—	Coleman McDonogh,	—	—	—	—	—
Ditto	3237	Spiddal,	—	—	—	—	—	—	—
Ditto	7342	Dunmore,	m.	Edward O'Reilly,	—	—	—	—	—
Ditto	8455	Headford,	m.	—	—	—	—	—	—
Ditto	8379	Gortanumma,	—	—	—	—	—	—	—
Ditto	8512	Killmoor,	m.	John Robinson,	—	—	—	—	—
Lehrim	1409	Derinkesher,	—	—	—	—	—	—	—
Ditto	1024	Janestown,	—	—	—	—	—	—	—

## Teachers in receipt of Good Services Salary—continued.

County.	Ball No.	School.	Name of Teacher, and Term of Service completed since first Classification.				
			Males.		Females.		
			8 Years.	12 Years.	6 Years.	12 Years.	17 Years.
Leitrim	3756	Backe,	-	-	-	-	-
Ditto	5161	Drumkeeran,	-	-	-	-	-
Ditto	1341	Loughmacaron,	-	-	-	-	-
Ditto	4516	Carrigallen,	-	-	-	-	-
Ditto	8672	Carrigessagore,	-	-	-	-	-
Ditto	3128	Maneshamilton,	-	-	-	-	-
Ditto	7216	Mohill,	-	-	-	-	-
Ditto	4691	Orbell,	-	-	-	-	-
Ditto	8673	Mohill,	-	-	-	-	-
Mayo	2630	Swincford,	-	-	-	-	-
Ditto	1312	Doonah,	-	-	-	-	-
Ditto	6852	Garracloos,	-	-	-	-	-
Ditto	2297	Silvermead,	-	-	-	-	-
Ditto	7795	Shrule,	-	-	-	-	-
Ditto	4785	Lanhill,	-	-	-	-	-
Ditto	5125	Ballybucke,	-	-	-	-	-
Ditto	1146	Balla,	-	-	-	-	-
Ditto	7574	Ballintubber,	-	-	-	-	-
Ditto	1675	Ballindine,	-	-	-	-	-
Ditto	9896	Drumcliffe,	-	-	-	-	-
Ditto	4394	Balla,	-	-	-	-	-
Ditto	7796	Shrule,	-	-	-	-	-
Ditto	3956	Ballaghaderria,	-	-	-	-	-
Ditto	5129	Louisburgh,	-	-	-	-	-
Ditto	7987	Innishoduff,	-	-	-	-	-
Ditto	9578	Crummelina,	-	-	-	-	-
Ditto	1760	Ballina,	-	-	-	-	-
Ditto	6416	Geenal,	-	-	-	-	-
Ditto	7879	Doonagh,	-	-	-	-	-
Ditto	9040	Moretown White,	-	-	-	-	-
Ditto	1074	Ballaghaderria,	-	-	-	-	-
Ditto	4783	Lowpark,	-	-	-	-	-
Ditto	7018	Carranora,	-	-	-	-	-
Roscommon	5311	Ballagh,	-	-	-	-	-
Ditto	6100	Keadah,	-	-	-	-	-



## Appendix P.

Questions  
proposed at  
the Exami-  
nations.

Male  
Teachers.

## APPENDIX P.

QUESTIONS (for answer in writing) proposed at DISTRICT  
EXAMINATIONS for the year 1870.

## No. 1.—MALE TEACHERS.

## A.

*Grammar.*—1. The applause of listening senates to command  
The threats of pain and ruin to despise  
To scatter plenty o'er a smiling land  
And read their history in a nation's eyes  
Their lot forbade nor circumscribed alone  
Their growing virtues but their crimes confined  
Forbidden to wade through slaughter to a throne  
And shut the gates of Mercy on mankind

Punctuate these lines; and parse fully (syntactically) the words in *italics*.

2. (a.) What was the characteristic distinction between the vernacular language of England during the Semi-Saxon period and that which was spoken during the period immediately preceding?

(b.) Name the centuries in which the Early, the Middle, and the Modern English, respectively arose.

3. (a.) Metrical feet are either principal or secondary: name the former, and represent by the usual marks the long and the short syllables in each of them.

(b.) By what name is the Heroic Measure designated, with reference to its metrical composition?

4. (a.) A sentence which introduces a quotation or an example is differently punctuated, respectively of two different conditions; explain.

(b.) Under what condition must the note of interrogation be omitted after the question?

5. (a.) Some derivative words are formed by the "interchange of equivalent or kindred letters;" separate the consonants of the alphabet into groups of kindred letters, marking every group by the name indicating the relationship.

(b.) Give three examples illustrating derivation by the interchange of the letters in each of any three groups.

*Lesson Books.*—1. Describe the manner in which a Bill passes through Parliament; and state in what respects the mode of proceeding in the House of Lords differs from that in the House of Commons.

2. State the chemical composition of "choke-damp" and of "fire-damp," and explain the manner in which each is formed.

3. Quote Sir James E. Tennent's description of the pearl oysters taken in the Bay of Tamblagam near Trincomalee; and name the purposes for which the small pearls found in them are used.

4. Write out four verses of the poem entitled "Sand of the Desert in an Hour-glass," and say by whom it was written.

5. As an exercise in composition, write out, in your own words, the substance of the lesson on "The Pyramids."

*Money Matters.*—1. Specify the different ways in which a person may become a Government creditor; and point out to what extent he has Government security in each case.

2. Would a general reduction in the rent of land necessarily benefit the agricultural labourer? Give your reasons fully.

3. The money collected as taxes in the United Kingdom is expended under three principal heads: Army and Navy, Civil List, and interest on

Public Debt. Give the proportions into which each pound is divided under these heads, *at present*; and explain why these proportions differ considerably now from the corresponding proportions about thirty years ago.

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*Geography.*—1. The Peak of Teneriffe is 12,236 feet in height: at what distance are mariners from it when it appears to them only at an elevation of 200 feet above the horizon?

2. Humboldt states that casks filled with palm oil, the remains of a cargo of an English ship wrecked off Cape Lopes, drifted to Scotland: give a full explanation of this strange fact, and describe the course over which those casks are supposed to have passed.

3. Between what parallels of latitude is Mexico situated? State its extent, population, and most important inland and seaport towns.

4. Describe the mountain system of France, *not including the range of the Alps*; and give, in feet, the average elevation and culminating points of two of the most extensive ranges.

5. Where are the following seaports situated:—*Bahia, Muscat, Pernambuco, Pensacola, Amoy, Patras, Nangasaki*? Specify the chief articles of commerce likely to be brought from them to the United Kingdom.

*History.*—1. Describe the chief monuments for which the Hill of Tara was remarkable, and the ruins of which can still be traced there.

2. "Magna Charta, the great charter of liberties, is commonly regarded as the basis of English freedom. This is to some extent a misconception." Explain this fully.

3. Under what circumstances did the sovereignty of Prussia pass to Poland? By whom, and when, was the King of Poland compelled to declare Prussia an independent state?

4. By whom was the *Union of Calmar* effected? When was this union broken, and what were the political consequences?

5. What dispute was finally settled at the peace of Aix-la-Chapelle, and in whose favour? What was the *Pragmatic Sanction*?

*Arithmetic.*—1. A legacy of £392 12s. 2½d., was left to ten children, to be distributed amongst them in such a way that the eldest should receive twice as much as the second eldest, the second twice as much as the third, and so on; how much did the youngest receive?

2. Insert three arithmetical means between 1.4 and 3.5. Give the rule.

3. Three persons, A, B, C, enter into trade, with a joint stock of £600, and they gain £50, £80, and £110 respectively. A continued for eight months, B for ten months, and C for twelve months. Required the stock of each.

4. For what sum must an insurance at 68s. per cent. be effected in order to cover the loss of a vessel valued at £3,500, and the premium paid for insurance.

5. Required the exact value of  $\frac{7}{8}$  of 7s. 6d. —  $\frac{3}{4}$  of 16s. 6d. +  $\frac{2}{3}$  of £2 10s. 5d.

*Book-keeping.*—1. Describe the plan recommended in the seventh set for closing the stock account of the books of a company.

2. How may property for which nothing is received, or income for which nothing is exchanged, be dealt with in the ledger?

3. When I receive goods from our factor, in company account, in return for goods sent and sold, with charges paid by me at the receipt thereof, what entries are made? Give the reason of your answer.

## Appendix P.

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nations.Male  
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4. In the following transactions what entries are made in the ledger, and why?—

(1.) When goods of another person are insured by me, and I do not receive the premium.

(2.) John Jones, who formerly compounded with me for 15s. in the pound, now pays the remainder of his debt, originally £1,000.

(3.) Bottled for house half pipe of port wine, and used the remaining half to fill bottles that had leaked.

*Agriculture.*—1. Give the general composition of calcareous soils and of strong clays.

2. How is farm-yard manure injured by exposure to air and rain?

3. Describe fully the changes that take place in the manufacture of superphosphate of lime.

4. Give the order of succession of the crops in the East Lothian six-course rotation.

5. How do air, temperature, and friction, act in the process of churning? and give the proper temperature for the dairy, and for churning cream.

*Geometry, &c.*—1. Bisect a triangle by a line parallel to the base, by means of the principles of the First Book of Euclid.

2. Prove that there are three, and only three regular figures that will fill up the space round a point in a given plane.

3. Prove the following identity, viz. :—

$$2 \sin^2 A \sin^2 B + 2 \cos^2 A \cos^2 B = 1 + \cos 2A \cos 2B.$$

4. Prove the following identity, viz. :—

$$3 \sin A - \sin 3A = 2 \sin A (1 - \cos 2A).$$

5. Prove that of two diagonals of a regular pentagon which cut one another, the greater segments are each equal to the side of the pentagon, and the diagonals cut one another in extreme and mean ratio.

*Algebra.*—1. State the rule of the binomial theorem, and illustrate it, as you would to a class, by the development of the expression  $(1-x)^7$ .

2. Describe the methods of elimination by *substitution*, *comparison*, *cross-multiplication*, and *arbitrary multiplier* used in resolving simultaneous equations, and give an example of each.

3. Reduce to its simplest form the expression  $\sqrt{27x^5(x^3-x^2)(x-x)^3}$ .

4. Give the general formula for an equation of the second degree in  $x$  and  $y$ ; and say what result is arrived at by combining this with another of an equally general form and eliminating  $y$ .

5. The area of a square field exceeds that of a circular field by one acre, and the boundary of the former is four hundred yards longer than that of the latter. Find their dimensions.

*Reasoning.*—1. Prove that from two particular premises nothing can be concluded.

2. Prove that if one of the premises be particular, the conclusion will be particular.

3. Prove that in the First Figure the major premise must be universal, and the minor premise affirmative.

4. (a.) Reduction is of two kinds; name and describe them.

(b.) Reduce the following syllogisms :—

Every man is an animal;  
Some living things are not animals;  
Some living things are not men.

Every virtue is praiseworthy;  
Injustice is not praiseworthy;  
Injustice is not a virtue.

*Natural Philosophy.*—1. State the rule for finding the relation between the force applied and the pressure obtained in Bramah's Hydrostatic Press. Illustrate your answer by an example.

2. Enumerate the chief laws of the oscillation of the pendulum, and explain how and why the seconds pendulum varies in different latitudes.

3. Classify the following elements into metals and non-metallic substances; and give their symbols, combining weights, and specific gravities: carbon, cobalt, lithium, silicon, manganese, sulphur.

4. Give the common name for  $\text{SO}_2 + \text{CaO}$ , and state how the substance is obtained.

5. The piston of a low-pressure engine has an area of four hundred inches, and makes twenty strokes, each 8 feet in length, per minute; the boiler evaporates seven hundred and thirty-one thousandths of a cubic foot per minute. What is the amount of the useful horse-power?

### B.

*Grammar.*—1. But dust was thrown upon his sacred head  
Which with such gentle sorrow he shook off  
His face still combating with tears and smiles  
That bath not God for some strong purpose steered  
The hearts of men they must perforce have melted.

Punctuate these lines; and parse fully, i.e., syntactically, the words in italics.

2. The past or imperfect tense of most transitive verbs have three different forms of conjugation; name these forms, and give examples.

3. (a.) How are participial nouns distinguished from participles?  
(b.) Participles are converted into adjectives, under any one of three different conditions; explain.

4. (a.) Show that the word "what" is sometimes an adverb.  
(b.) "I'll tell you what;" explain this construction.

5. (a.) Name the largest class of words which retain final *t* after *c*.  
(b.) Give the root, with its meaning, of each of the following words:—*auction, panacea, rhetoric, kindle, secret, phlebotomy, paleotherium*.

*Lesson Books.*—1. Why has the King been deprived of the power of dismissing Judges in the United Kingdom? In what manner can a Judge be removed from his office? Name the Judge who always retires with the Ministry.

2. Describe the metal platina. Name the places where it is obtained, and the uses to which it is applied.

3. Name the forest trees mentioned in the Fourth Book; and give a brief description of any one of them.

4. Write out Pope's ode, "The Dying Christian to his Soul."

5. As an exercise in composition, write out, in your own words, the substance of the lesson on "Coffee."

*Money Matters.*—1. Show that the possession of capital in some form is indispensable to the rapid growth of newly-settled countries.

2. Enumerate the different kinds of payments; and show that all are really exchanges.

3. Expose the fallacy that a high price of corn and other provisions is caused by the high rent of land.

*Geography.*—1. Many causes act in concert to produce marine currents. Name one cause, however, which seems to control all the rest by its power and the constancy of its action. What facts prove the existence of under-currents?

Appendix P.  
Questions  
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Male  
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2. Enumerate the provinces which constitute the Kingdom of Portugal, and state—1st, its area, boundaries, and population; 2nd, names and courses of four of its principal rivers; 3rd, its principal colonies.

3. What is the number of inhabitants to the square mile in America and in Asia?

4. Describe fully a ship's course from the Moluccas to Cadiz, and thence to Stockholm.

5. State where the following places are situated, and give them their correct geographical designation:—*Matamoros, Aliaska, Sidra, Agulhas, Cutch, Masafuera.*

*History.*—1. What are Dr. Petrie's conclusions with reference to the round towers of Ireland?

2. What is meant by the Helvetic Confederation? State fully the circumstances which led to its foundation. Of how many cantons does it at present consist?

3. Describe the nature of the bargain struck between Warren Hastings and Sujah Doulah, and state fully the object of the latter in entering into this arrangement.

4. Who, properly speaking, was the first Emperor of Germany; under what circumstances did he obtain this position?

5. Name the first prince of the House of Bourbon who ascended the throne of France. When and under what circumstances did his reign end?

*Arithmetic.*—1. The sum of an equi-different series is 825, the number of terms is 25, and the greater extreme 63; what is the common difference?

2. If 11 men do a piece of work in 10 days of 8 hours long, in how many days of 12 hours will 6 women perform the same; 3 men being able to do as much as 5 women?

3. What is the expense of painting the outside of a cubical chest, whose edge is 2 ft. 5 in., at 1s. 3d. per square foot?

4. Calculate the true present worth of a bill for £120, drawn 14th May, at 4 months, discounted 3rd August, at  $3\frac{1}{4}$  per cent. Explain the difference between the methods of finding the usual and the real discount.

5. Reduce 7-8ths of a lb. avoird. to the fraction of 2 lbs. Troy; and 7-9ths of 2s. 6d. to the decimal of 1½ guinea.

*Book-keeping.*—1. Explain the nature of transactions by bills, and show how such transactions should be recorded in the ledger.

2. In the following cases what are the entries, and why?

(1.) An inventory taken of the cash in hands, goods, and debts owing to me, and debts owing by me.

(2.) When my debtor compounds with me, and I receive only part of the debt.

3. When as factor I buy goods on trust and send them directly to my employer, with the charges paid on them, how am I to record the transaction in the Journal and in the Ledger?

4. State, fully, for what stock is debited, and for what credited, in opening a new set of books.

*Agriculture.*—1. Give the order of succession of crops in the six-course rotation, in which one-half the farm is in grass. State the circumstances under which you would adopt it.

2. Describe the cultivation of the potato when grown in "raised" drills.



3. How would you know when to reap wheat, oats, and barley?
4. How would you purify salt for salting butter?
5. Describe the feeding and care required in the rearing of a calf up to the time of weaning.

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Questions  
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nations.Male  
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*Geometry and Mensuration.*—1. Is the following proposition universally true?—"If two plane triangles have three elements of the one respectively equal to three elements of the other, the triangles are equal in every respect." Enumerate all the cases in which this equality is proved in Euclid (Book I.), and say what case is omitted.

2. Draw, geometrically, a straight line parallel to a given straight line, and demonstrate each step in the construction.

3. Show that the perimeter of a regular figure of constant area diminishes as the number of sides increases.

4. Prove that the straight lines joining the middle points of a trapezium form a parallelogram which is half of the trapezium.

5. Prove that if a straight line be divided into any three parts, the square of the whole line is equal to the sum of the squares of the three parts, and twice the rectangle under (or contained by) every two parts.

*Algebra.*—1. Define the terms *expression*, *exponent*, *binomial*, *dimension of a term*, *surd*.

2. Find the algebraic sum of the expression  $4(a+x) - 2(a+2x) - (3a-4x) - \sqrt{4a^2 - 12ax + 9x^2}$ .

3. State the rule for multiplication when the multiplicand and the multiplier are polynomials.

4. State, in general terms, what is the equivalent of the cube of the difference of two quantities; and prove the correctness of your answer by an example.

5. A workman is engaged for 48 days, on condition that for every day he works he shall receive two shillings, and for every day he idles he must pay a fine of four pence. At the end of the time he gets three pounds eight shillings. How many days did he work?

*Reasoning.*—1. Describe subalternation, and illustrate it by examples.

2. (a.) What is conversion?

(b.) How many kinds of it?

(c.) Convert each of the following propositions:—

All men are animals.

No man is a quadruped.

Some men are not wise.

3. Name the kind of Opposition which is exemplified in each of the following pairs of propositions:—

(a.) {Every man is wise;  
No man is wise.

(b.) {Some horses are swift;  
Some horses are not swift.

4. (a.) How many of the possible modes may be used in a legitimate syllogism?

(b.) Why is the combination I.I.I. invalid?

(c.) Why is A.A.A., which is legitimate in the First Figure, invalid in the Third?

*Natural Philosophy.*—1. Describe what are meant by *cogs*, *pinions*, *leaves*, and *teeth*, in a system of wheels and pinions.

2. In a system of pulleys where each movable pulley hangs by a separate cord, one extremity of which is attached to a movable pulley and the

*Appendix B.* other to a hook in a beam, what are the conditions of equilibrium? In such a system, what weight will a power of 70 lbs. support, when there are 5 movable pulleys?

*Questions proposed at the Examinations.* 3. Describe the endless screw; and show what weight will be raised by a power of 40 lbs. by means of an endless screw, in which the winch is 20 inches long, the radius of the axle 2 inches, and the number of teeth in the wheel 80.

*Male Teachers.*

4. Give the rule for finding the pressure exerted by water against a vertical or inclined plane at some given depth beneath its surface, and illustrate by an example.

5. If a non-elastic body weighing 70 lbs. moving to the south with a velocity of 70 feet per second come in contact with another non-elastic body which weighs 80 lbs., and is moving to the north with a velocity of 60 feet per second, so that the two bodies coalesce and move together, in what direction will they move, and with what velocity and momentum?

*Male Teachers and Male First Class Monitors.*

#### MALE TEACHERS AND MALE FIRST CLASS MONITORS.

##### C.

*Grammar.*—1. *If we would have the kindness of others, we must make up our minds to endure their follies: for he who cannot persuade himself to withdraw at once from society, must be content to pay tribute of his time to a multitude of tyrants.*

Parse fully, i.e., syntactically, the words in italics.

2. The compound tenses supply us with six forms for expressing past time; exemplify them in the verb "to move."

3. (a.) Explain the distinction between "each other" and "one another."

(b.) Write out the declension of "each other."

4. (a.) "The case of a noun means the state it is in;" what does "it" represent in this definition?

(b.) Write out the rules for forming the possessive case of plural nouns.

5. (a.) Under which of the divisions of Grammar is Derivation treated of?

(b.) Give the root, with its meaning, of each of the following words:—*incubus, secure, endure, absence, maniac, organize.*

*Lesson Books.*—1. How many coal-fields in each province of Ireland? How do those lying north of Dublin differ from those to the south of it?

2. Enumerate the various articles manufactured on the continent from the potato.

3. Name the fresh-water fish mentioned in the Third Book of Lessons, and give a brief description of any one of them.

4. Write out the poem in the Second Book of Lessons, entitled "Summer's departure."

5. As an exercise in composition write out, in your own words, a description of the Great Salt Mine of Oracow.

*Money Matters.*—1. Show that it is not correct to suppose that the rate of wages depends on the price of provisions.

2. What are the two conditions necessary to the increase of the wealth of a country?

3. The payment of taxes differs from other payments in being compulsory. Show that there is nothing unjust in this.

*Geography.*—1. How are eddies and whirlpools formed? Describe the Maelstrom, and state under what circumstances it is really dangerous to mariners.

2. Name the principal English rivers that flow into the German Ocean; trace the course of any one of them.

3. Assuming the number 2 to represent the area of Europe, what numerals will represent the areas of *Asia, Africa, North America, and South America* respectively?

4. Describe a ship's course from Shanghai to Amsterdam.

5. Where are the following places situated? Give them their correct geographical definitions:—*Onega, Erzeroum, Navarino, Macao, Orontes, Maidland.*

*Appendix P.*  
Questions  
proposed at  
the Examinations.

*Male  
Teachers  
and Male  
First Class  
Pupils.*

*Arithmetic.*—1. A gentleman spends on an average 30 guineas a fortnight; what must be his daily income in order that with his savings at the end of  $3\frac{1}{2}$  years he may be able to buy an estate worth £1,719 18s.?

2. A person after paying income tax at the rate of 7d. in the pound has £248 10s. 8d. left; what was his gross annual income?

3. Explain the terms Ratio and Proportion; and find a number that will have the same ratio to 27 that  $22\frac{1}{2}$  has to 19.

4. If a person walking 11 hours a day complete a journey of 160 Irish miles in 8 days, in how many days will he perform a journey of 180 English miles, walking 9 hours a day?

5. From the product of  $\frac{2}{3}$  and  $11\frac{1}{13}$  take  $\frac{6}{13}$ , and multiply the remainder by  $20\frac{1}{2}$ .

*Book-keeping.*—1. State the several transactions introduced in the "first set" of the Board's Treatise on Book-keeping. What is this set intended to teach?

2. Name the several sorts of personal accounts, and the titles under which they are kept.

3. How will the following entry be journalized:—"Paid my acceptance to John Blake & Co., due this day, £50"?

4. Why is it necessary, in the example of the account which the first set furnishes, to add the balance to the Creditor side?

*Agriculture.*—1. Define the following terms and phrases:—starch, gluten, loamy soil, ammoniacal manure.

2. Describe a simple mode of utilizing liquid manure on a small farm.

3. How would you apply Peruvian guano for the growth of Swedes, and at what rate per acre?

4. Give the order of succession of the crops in the common four-course rotation.

5. What are the essential conditions in the preparation of a proper seed-bed for flax?

*Mensuration.*—1. "Inches by inches give parts."—(*Table of Cross Multiplication.*) Draw a figure, as nearly correct in dimensions as you can make it, of one of those "parts."

2. Through a given point P draw a straight line parallel to a given straight line AB.

3. Describe the method of constructing a diagonal scale, and the use of that instrument.

4. The inner margin of a circular walk 10 feet wide is 30 feet from the centre of the circle. What will be the cost of paving the walk at 6d. the square yard?

## Appendix P.

Questions  
proposed at  
the Exami-  
nations.

Male  
Teachers  
and Male  
First Class  
Monitors.

## 5. Draw neat figures of—

- (a.) An obtuse-angled scalene triangle.
- (b.) An isosceles right-angled triangle.
- (c.) A regular hexagon.

And explain how the area of the last might be found.

**SPELLING EXERCISE for MALE TEACHERS** who take the "A" or "B" Paper of Questions, and for **FIRST CLASS MALE MONITORS** who take the "B" Paper.

*This exercise is to be written out carefully as regards Penmanship, and correctly as regards Spelling.*

I. There is another class of caverns remarkable for the development of irrispirable gas, which often renders access to them dangerous. Some of this class are caves of jypsum. The jypsum, however, is not the cause of the phenomenon, as its component parts are not susceptible of any decomposition from the air. There is commonly fetid limestone intimately mixed with it, which is penetrated with bittumin, and often very clay in its composition. This limestone has the property of giving out all its carbonated hidrogen.

II. The magnificence and complexity of the great system of planets, and satellites, and comets, which constitute the sun's retinue—the immense magnitude of some of these globes—their periods of revolution and reciprocal action—would seem to furnish a sufficient exercise, not only for the highest intellectual efforts, but for the intense energy which the human mind can exert. But the whole of this stupendous scheme is but an infinitesimal portion of the universe of God—one unit among the unnumbered millions which fill the crowded regions of space.

Write out the following words, supplying the omitted letters:—

Ac-ron-tic, without colour.  
Am-th-st, a precious stone.  
An-d-no, mitigating pain.  
C-l-b-to, containing particles of iron.  
Co-usation, a flashing of light.  
H-mer-go, violent flow of blood.  
Gr-di-nt, deviation from a level to an inclined plane.  
R-di-nt, sparkling.  
In-ndo, an insinuation.  
Ir-l-y-al, not pertinent.

Unpar-l-i-d, unequalled.  
Par-to, a flatterer.  
Par-do, one who murders his own father.  
Pea-ivan-ia, one of the United States.  
Clep-dra, an ancient instrument for measuring time.  
Es-eh-n, a shield with arms.  
Ar-la-on, consisting of clay.  
Ap-er-al, not canonical, doubtful.  
D-cent-ry, a sickness.  
Pl-ro-pe-monia, a distemper.

**SPELLING EXERCISE for the MALE TEACHERS and MALE FIRST CLASS MONITORS,** who take the "C" Paper of Questions.

*This exercise is to be written out carefully as regards Penmanship, and correctly as regards Spelling.*

The monnatoreal system was first introduced into these contrys in the begining of the preasant sentury by Bell and Lancaster. It was taken up and supported for a time with grate inthusyasm, and soon found its way into some of the principle contrys of the contanant. For many years the real extant of its utility appears to have been misunderstood; its advantages were rediculously exaggerated by inthusyastick suporters; it was carried to an almost increddable excess, and in manny cases it was grossly abused. The monnatore were choosen at random; the were not sufficiently prepaired for there dutys; the were oblidged to teach constantly, and received verry little instructon theirselves; and, worst of all, wile thus

unfitted for these monnatoresal dutys, allmost the hole of the teaching was dipted into there hands. The master scarcely ever thought, he nearly superintended; and it was mentaned that by this new injins a single teacher could conduct a school of one thousand puples as easly as one of twinty or thurty.

Write out in columns the following words (without the meanings), supplying the omitted letters :—

Ac-*pt*-ble, agreeable.  
 Sus-*pt*-ble, sensitive.  
 Ant-*date*, to date before the time.  
 Ant-*dot*e, that which counteracts poison.  
 Har-*as*, to weary or vex.  
 Embar-*as*, to perplex or confuse.  
 Fas-*ate*, to bewitch.  
 As-*s*-ate, to swarder secretly.  
 Pres-*l*-at, a convert to a new creed.  
 Sat-*l*-te, a small planet revolving round a large one

Sep-*r*-ta, dissatisfied or distinct.  
 Compar-*t*-ve, degree of an adjective.  
 Compar-*s*-a, the act of comparing.  
 Dis-*l*-ble, having two distinct sounds.  
 Tris-*l*-ble, having three distinct sounds.  
 Verm-*l*-on, a red colour.  
 Nom-*t*-ve, case of a noun.  
 Br-*th*-a, a plural of brother.  
 S-*m*-try, due proportion of parts.  
 Vict-*er*, a provider of food.

Appendix P.

Questions proposed at the Examinations.

Male Teachers and Male First Class Monitors.

## No. 2.—FEMALE TEACHERS.

Female Teachers.

### A.

*Grammar*.—1. But poor old man thou prun'st a rotten tree  
 That cannot so much as a blossom yield.  
 In lieu of all thy pains and husbandry  
 But come thy ways we'll go along together  
 And ere we leave thy youthful wages spent  
 We'll light upon some settled low content.

Punctuate these lines, and parse syntactically the words in italics.

2. The figures of speech are divided into three classes; name these classes, and give two figures with examples under each of them.

3. Describe briefly the method recommended by Dr. Sullivan for analysing a sentence.

4. (a.) Give the derivation of the auxiliary verb "can;" and write a sentence in which "can" occurs in its primary signification.

(b.) How is the *l* in its past tense, "could," accounted for?

5. (a.) The English language has a tendency to bring the foreign words in use under the radical accent; how far is this tendency counteracted in the case of words of Greek or Latin origin?

(b.) Give the root, with its meaning, of each of the following words:—*scald*, *chief*, *clown*, *famey*, *melodram*, *dyspepsy*, *zoophyte*, *apothecary*.

*Geography*.—1. What are the chief points of difference between an insular and a continental climate? Illustrate your answer by references to the climate of the south of England and to that portion of Russia situated between 50° and 55° north latitude.

2. Describe New Zealand under the following heads:—area, position, physical aspect, climate, population, and principal towns.

3. Name in their order the shires passed during a coasting voyage from Bristol to Aberdeen.

4. Enumerate the nations of Asia that occupy the territory between Hindostan and China. Give the area and population of any one of them.

5. Where are the following places situated? Give them their correct geographical designations:—*New Plymouth*, *Chusan*, *Point de Galle*, *Tiflis*, *Delagoa*, *Port Royal*.

*Lesson Books*.—1. Give the substance of Humboldt's description of the cow-tree, as quoted in the Fourth Book of Lessons.

## Appendix B.

Questions  
proposed at  
the Exami-  
nations.Female  
Teachers.

2. State all you know of the peculiar office of the tribe of Levi—their dwellings, revenues, and the duties intrusted to it.
3. Explain what is meant by "*division of labour*;" and illustrate your answer by reference to some manufacture.
4. Write out the first and last stanzas of the poem entitled "*Marius*," and say by whom it was composed.
5. As an exercise in composition, give, in your own words, the substance of the lesson in Third Book on "*African Deserts*."

*Arithmetic.*—1. If I gain 11 $\frac{1}{2}$  per cent. by selling sugar at 7 $\frac{1}{2}$ d. per lb., what do I gain or lose by selling it at 5 $\frac{3}{4}$ d.?

2. By selling tea at 5s. 4d. per lb. a grocer clears  $\frac{1}{5}$ th of his outlay; he then raises the price to 6s.; what does he clear per cent. at the latter price?

3. If £1 amounts to £1 2s. 9d. in 3 $\frac{1}{2}$  years at simple interest; at what rate per cent. per annum must it have been lent?

4. A can reap a field in 5 days, and B in 6 days, working 11 hours a day; in what time can A and B reap it together, working 10 hours a day?

5. Reduce 17s. 9d. to the decimal of a pound by the shortest method, and explain the reason of the rule.

## B.

*Grammar.*—1. Can storied urn or animated bust  
Back to its mansion call the fleeting breath  
Can Honour's voice provoke the silent dust  
Or Flattery soothe the dull cold ear of Death  
Perhaps in this neglected spot is laid  
Some heart once pregnant with celestial fire  
Hands that the rod of empire might have sway'd  
Or wak'd to ecstasy the living lyre.

Punctuate these lines, and parse fully (syntactically) the words in italics.

2. Give the indefinite, the emphatic, and the progressive form of the verb "*to slay*," in the indicative mood, imperfect tense, second person, and singular number.

3. Give four intransitive verbs, which have each a different form to express a transitive meaning.

4. "*Ah, me! Ah, thou!*" Write out the rule of syntax which determines this construction.

5. (a.) State the three ways in which derivative words are formed.

(b.) Give the root, with its meaning, of each of the following words:—*Inimical, parricide, kerchief, thermometer, exorcism, anatomy*.

*Geography.*—1. In what regions of the earth, and in what tracts of country in particular, are the dews heaviest?

2. Give the area, boundaries, and population of Sweden; name its three great divisions, and state what proportion of its soil is capable of cultivation.

3. Where is the Red River settlement situated, and with what Government is it connected?

4. Name at least two important tributaries of the Amazon. Describe the character, climate, and extent of the region drained by them.

5. State what proportion of Africa lies within the tropics. Name the most important political divisions within this extensive region.

*Lesson Books.*—1. Mention the principal uses of mercury ; and describe, in detail, how it is used in gilding. Appendix.

2. Name the three particulars in which shrubs differ from trees ; and point out how their usefulness to man depends in a great measure on these differences. Questions proposed at the Examination.

3. Show that security of property is necessary to the prosperity of a country. Female Teachers.

4. Write out the last four verses of Moore's poem on "Innisfallen," commencing with "Far better in thy weeping hours."

5. As an exercise in composition, write out, in your own words, the substance of the lesson on "Spiders," in the Third Book.

*Arithmetic.*—1. State the rule in mental arithmetic by which the interest of £374, for seven months, at 5 per cent. per annum, may be found, and give the reason.

2. At what rate, simple interest, will £364 amount to £578 in three and a half years ?

3. A person sells 1 cwt. of tea at 4s. 9d. per lb., and realizes a profit of three-eighths of the selling price ; what is the total gain on the transaction ?

4. Show how the greatest common measure and the least common multiple are obtained ; and reduce the following fractions to equivalent fractions having the least common denominator :—

$$\frac{4}{5}, \frac{7}{10}, \frac{8}{15}, \frac{11}{20}, \frac{4}{25}, \frac{3}{10}$$

5. A merchant, by selling sugar at £4 14s. 6d. per cwt., loses 18 per cent. ; what was the prime cost ?

#### FEMALE TEACHERS AND FEMALE FIRST CLASS MONITORS.

##### C.

*Grammar.*—1. "It has been said, in praise of some men, that they could talk whole hours together upon anything ; but it must be owned, to the honour of the other sex, that there are many among them who can talk whole hours together upon nothing."

Parse fully, i.e. syntactically, the words in italics.

2. Decline, in proper form, in the singular and plural numbers, the pronouns "you" and "which."

3. There are four classes of nouns which generally want the plural number ; name them.

4. Write out, in proper form, the whole of the pluperfect tense, indicative mood ; and of the imperfect tense, potential mood, of the verb "to be."

5. (a.) What are the characteristics of the groups of words forming the second class of verbal distinctions given in the Spelling Book ?

(b.) Give the principal root, with its meaning, of each of the following words :—*navigable, aliment, exalt, prosody, etymology, syntax.*

*Geography.*—1. When it is noon at London, what is the time of day at Pekin 116° east long., and at Monterey 122° west long. ?

2. Name at least two of the tributaries of the Danube. On which of its tributaries is the town of Gratz situated ?

3. State the area and estimated population of Russia in Europe.

4. Name the county in which each of the following towns is situated :—*Clones, Banagher, Ballyshannon, Lurgan, Tallow, Dingle, Carrick-on-Shannon.*

5. Describe a ship's course from San Francisco to Liverpool.

Appendix P.  
Questions  
proposed at  
the Exami-  
nations.

Female  
Teachers  
and Pupil  
First Class  
Monitors.

*Lesson Books.*—1. Enumerate the animal and vegetable materials used in the manufacture of clothing; and describe the mode of preparation of any one of them.

2. Describe the manner in which plate glass is made and polished.

3. Would the poor be better off if all the property of the rich were taken away and divided among them? Give your reasons fully.

4. Write out the poem, in Second Book, entitled "Heavenly Wisdom."

5. As an exercise in composition, write out, in your own words, the substance of "*The History of a Drop of Rain.*"

*Arithmetic.*—1. From 97 cwt. 1 qr. and 15 lbs. subtract 29 cwt. 3 qrs. and 17 lbs., and divide the remainder by 37½.

2. Find the price of 17 acres 1 rood and 17 perches, at £1 4s. 11d. per acre, by Proportion and Practice.

3. Are the following numbers proportionals:—17, 20, 33, 38½ If not, give the proof, and correct the error.

4. A person's daily income is £1 8s., and his quarterly expenditure is £84; how much will he have saved at the end of eight years?

5. Write down, in a neat form, the following bill, and calculate its amount:—

26½ stone, at 1s. 10d. per lb.

218 pair of fowl, at £1 8s. per dozen.

6 hams, each weighing 16½ lbs., at 11d. per lb.

**SPELLING EXERCISE** for FEMALE TEACHERS who take the "A" or "B" Paper of Questions, and for FIRST CLASS FEMALE MONITORS who take the "B" Paper.

*This exercise is to be written out carefully as regards punctuation, and correctly as regards spelling.*

I. The annual overflow of the Nile is now well known to proceed from the heavy periodical rains within the Tropics. They fall in copious torrents upon the great plateau of Abissinia. The vapours are raised and condensed by this highland rampart, often densely shroud the capital, while, whenever the curtain of mist is withdrawn, the strange contrast is presented of the sulphurous plains visible below, where the heat is ninety degrees and the drouth excessive.

II. Among the conclusions of natural science which cannot be made apparent to our senses there are many so very surprising, indeed apparently so extravagant, that it is quite impossible for any enquiring mind to rest contented with a mere hearsay statement of them; we feel irresistibly impelled to enquire further into their truth.

III. The view from this eminence amply fulfilled our expectations; nor do the accounts which have been given of it, as it appears at this season of the year, exaggerate the novelty and grandure of the sight.

Write out in columns the following words, supplying the omitted letters:—

Am-b-ous, living on land and on water.  
Ast-mnt-a, having a difficulty of breathing.  
Cat-str-y, a disastrous event.  
C-mom-is, a medicinal herb.  
Dis-mbog-a, to pour out its waters.  
Dis-ev-l, to spread the hair loosely.  
Et-et-e, ceremony.  
Ev-nce-at, vanishing.  
Flamb-, a torch.  
Fratr-de, a murderer of his brother.

Gorg-us, grand.  
Gla-r-, a field of ice.  
H-n-ous, atrocious.  
H-e-nth, a flower.  
Ingen-ua, candid, noble.  
In-c-us, barrenness.  
J-p-rdy, danger.  
Mis-al-n-us, of various kinds.  
Sol-l-y, a talking to one's self.  
Ap-a-mous, without name attached.



**SPELLING EXERCISE for the FEMALE TEACHERS and FIRST CLASS MONITORS who take the "C" Paper of Questions.**

*This exercise is to be written out carefully as regards penmanship, and correctly as regards spelling.*

One of the most pernicious and deceptave practises conected with school teaching, is that of prompting in all its varitya. It is onely a practised teacher that can understand how dextrously children learn to prompt; how sllily they manage to utter the first words of an answer without moveing the head, and almost without sturring the lips; how quickly and almost instinctively the questioned puples take up and use the hint, so as to deceive not onely a visiter, but often even the teacher himself. This practise is odious in itself, because it is a kind of desepction; the moneter, and he who answers by his aid, are boath of them guilty of falshood and dishonnesty. Its injurous affects on the school need not be discribed, as the are simmiliar to those produced by symultaneous answering. It acts in presicely the same way, for it acostumes the puples to answer not from there owne reflexion, but by the help of others. And it is just as efectual in distroying the childerns self-relyance, diceaving the teacher, and counterracting the efectivness of his instructions.

Write out in columns the following words, supplying the omitted letters :—

Ac-com-date, to adapt or adjust.  
Col-um-nae, a range of pillars.  
Indispen-sible, necessary.  
Incom-ble, void of feeling.  
Inter-gation, a question.  
Super-gation, performance of more than duty requires.  
Sp-inge, a soft porous substance.  
Exp-inge, to blot or wipe out.  
Strat-agem, a trick or artifice.  
Strat-egy, generalship.

Tranq-l-ty, quietness.  
Civ-l-ty, politeness.  
Vil-ly, to make vile.  
Rar-ly, to make thin  
Rar-ty, thinness.  
Mal-ice, wicked intention.  
Pal-ace, a royal residence.  
Sol-ec, consultation.  
Temp-ry, lasting only for a time.  
Unw-ley, heavy, moved with difficulty.

**FIRST CLASS MONITORS—MALES.**

*First Class  
Monitors—  
Males.*

*Geometry and Mensuration.*—1. There are two figures with equal perimeters, a square and a hexagon; the area of the hexagon is 10,392,306; what is the area of the square?

2. A pyramid whose sides are four equilateral triangles, covers a space of 10,000 square yards; what is its height?

3. A field, originally square, contained 10 acres; a straight fence having been run across from one corner to the central point in one of the opposite sides, what is the area of the larger portion thus cut off, and what is the length of the new fence? Prove your answers.

4. Show what kind of a triangle is that whose sides are respectively 3, 4, 5.

5. Demonstrate the first proposition of Euclid which is the converse of one preceding it.

*Algebra.*—1. Find the algebraic sum of the expression  $3a - b + 2(a - 2b) - 3(a + 2b) - 2(a - 5b)$ .

2. Give the rules applicable to the algebraic signs plus and minus (+ and -) in addition, subtraction, multiplication, and division.

3. What do you understand by "simultaneous equations"? Give an example, and work it.

*Appendix P.* 4. Find the product of the two factors  $(2x+3y-4z)$  and  $(2x-3y+4z)$  treating each factor as a binomial.

Questions proposed at the Examinations. 5. Find the greatest common measure of  $\frac{16x^4-53x^2+45x+6}{8x^4-30x^2+31x-12}$ .

*First Class Monitors—Males.* *Method and School Management.*—1. Explain fully all the arrangements, &c., which constitute what is called the *organization* of a school.

2. How is the business generally conducted in a school in which no proper system of organization has been adopted?

3. "The labours of a teacher in a school are chiefly twofold."—(*Joyce's Handbook*.) Explain this, and also point out the "two extremes which he must carefully avoid."

4. What subjects of instruction for first class are prescribed in the National School programme?

5. Explain how the striking off a pupil's name is indicated (a) in the Roll Book, (b) in the Register, and (c) in the *Index* of the Register.

*First Class Female Monitors.*

#### FIRST CLASS FEMALE MONITORS.

*Method and School Management.*—1. By what names are the different systems of organization distinguished, and for what proportion of the attendance should desk accommodation be provided in each case?

2. What is the largest number of pupils that should constitute a *draft*? In what classes should the drafts, if possible, comprise even a smaller number of pupils, and why?

3. "Irregularity of attendance" on the part of pupils is twofold. Explain this, and state what remedies are suggested for each kind in *Joyce's "Handbook."*

4. Explain fully under what circumstances a pupil's name should be struck off the roll book, and how it should be done.

5. What advantage has the practice of writing from dictation on paper over that of writing from dictation on slates?

*Senior Monitors—Males.*

#### SENIOR MONITORS—MALES.

##### *First and Second Years.*

*Grammar.*—1. Parse the following sentence:—"At last, one morning, the lion was found dead, beside his little friend. They were both buried together."

2. Decline, in proper form, the noun "man"; and the pronoun "it."

3. Name the five classes of adjectives.

4. Write out the second person, singular number, of the past tense of each of the auxiliary verbs.

5. (a.) To the fourth rule for spelling, there are two exceptions; give two examples, under each of the latter.

(b.) Write out the fifth rule for spelling.

*Geography.*—1. By what experiment is it ascertained that the form of the earth is not exactly spherical? Assuming it to be a sphere how may its dimensions be ascertained?

2. Give the correct geographical designation, and state the position of each of the following places:—*Mageroe, Ormuz, Navarre, The Shaw, Colfax, Vermont.*

3. Of what river may the Gulf of Dantzic be regarded as the Estuary?

4. Name and give in feet the culminating points in the mountain system of England, Ireland, Scotland, and Wales.

5. Describe a ship's course from Calcutta to Quebec.

Appendix F.

Questions  
proposed at  
the Exami-  
nations.

Senior  
Monitors—  
Males.

*Lesson Books.*—1. Show that there is scarcely any part of the date-tree which is not useful to the inhabitants of the countries where it grows.

2. Describe the manner in which the first-born of the Israelites were saved from the destroying angel, when the first-born of the Egyptians were slain. Name the Jewish festival instituted in commemoration of this miraculous deliverance.

3. Mention three qualities possessed by the camel which fit it in an especial manner for travelling over the Desert.

4. Describe the manner in which herrings are caught.

5. Write out the poem entitled "*Lesson from a Cloud*," commencing with the words—"Dark and dismal as the tomb."

*Arithmetic.*—1. Give the rule for finding the quotient when the divisor and dividend are compound numbers, and find how often £8 16s. 4½d. is contained in £2,283 2s. 3½d.

2. A trader gains £50 by selling 465 yards of cloth, which he bought at 14s. per yard, at what price per yard did he sell it?

3. Add together  $\frac{2}{3}$  of a guinea,  $\frac{2}{3}$  of a crown, and  $\frac{4}{5}$  of a shilling; and reduce their sum to the decimal of a pound.

4. Find the value of 2 lbs. 8oz. 13dwt. at 7s. 1d. per oz.

5. Write out the following bill, and calculate its amount:—

114½ yards at 8½d. per yard.

16 pieces of linen, each 42½ yards long, at 1s. 5d. per yard.

36 dozen of wine, at £1 3s. 9d. per half dozen.

### Third and Fourth Years.

*Arithmetic.*—1. If 7 men can mow 84 acres in 12 days of 8½ hours each, how many acres can be mowed by 20 men in 11 days of 7½ hours each?

2. Calculate the rent of a farm containing 45 English acres, at £1 17s. 10d. per Irish acre.

3. A person possessed of two-fifths of a coal mine, sells three-fourths of his share for £2,000, what is the whole mine worth?

4. What sum will amount to £275 6s. 8d. in 1½ years, at 4½ per cent. per annum?

5. Find the value of .377 of £1, and .366 of £3.

*Geometry and Mensuration.*—1. Define the different kinds of triangles classified with reference to their angles, and say to which of these classes every equilateral triangle belongs.

2. Demonstrate the proposition which is the converse of Euclid I. 18.

3. Mention the propositions in the first book of Euclid which are included in more general propositions in the same book, or the second.

4. Give the geometrical demonstration of the rule in mensuration for finding the area of a trapezoid.

5. Find the cost of painting the gable of a house, at 1s. 9d. the square yard, the breadth being 27 feet, the distance of the eaves from the ground, 33 feet, and the perpendicular height of the roof, 12 feet.

## Appendix P.

Questions  
proposed at  
the Exami-  
nations.

Senior  
Monitors—  
Males.

*Algebra.*—1. Reduce the following expression to its simplest form :—

$$3(a+b) - (2a+b) - 2(-2b) + 2(a-2b)$$

5. Explain the terms *co-efficient*, *power*, *index*, *binomial*; and give an example of a binomial with one literal and one numerical co-efficient, and connected by the negative sign.

3. Divide  $x^3 + y^3z^3 - 3xyz$  by  $x + y + z$ .

4. Find the least common multiple of  $x^2 - a^2$  and  $x^3 - a^3$ .

5. Solve the equation :—

$$4x + 3x = 37.$$

$$16x - 2x = 50.$$

*Grammar.*—1. Parse fully the words in italics (and these only) in the following sentence :—

"It would make the reader *pity* us to tell how many awkward ways to raise this *paste*: how many of these misshapen things *fall out*—the clay not being *stiff* enough to bear its own weight."

2. (a.) Write out the general rule for forming the comparative and superlative degrees of adjectives.

(b.) Give three examples of irregular comparison.

3. Name the principal classes into which adverbs are divided.

4. Give the progressive and the passive form of the verb "to move," in the indicative mood, pluperfect tense second person and singular number.

5. (a.) Name six words, which are exceptions to the second rule for spelling.

(b.) Give the root and its meaning, of each of the following words :—*Ailment*, *recusant*, *horticulture*, *examination*, *phosphorus*, *monopoly*.

*Geography.*—1. When the sun is in Capricorn, where is the day twenty four hours long? Explain your answer.

2. What river drains the south-eastern slopes of the Pyrenees? Describe its course.

3. Describe the Empire of Japan; name its three principal islands, and state what you know of the tastes and habits of the people.

4. Enumerate the British possessions in North America, and mention, in due order, their chief towns.

5. How was Palestine divided by the Romans? Give at least three chief towns in each province.

*Lesson Books.*—1. Describe the cocoa-nut palm, and mention the uses to which the different parts of it are applied.

2. State the wily artifice by which the Gibeonites prevailed upon Joshua to make peace with them.

3. Describe the "*corraghs*" which form the principal means of communication between Tory Island and the mainland. What proof have we of the great antiquity of similar vessels?

4. Give a brief description of the mocking thrush of America.

5. Write out the first ten lines of the poem entitled "*Love of Country*," commencing with the words "*Breathes there a man with soul so dead*," &c.

## SENIOR MONITORS, MALES.

Appendix P.

*Method and School Management.*—1. Explain as fully as possible the organization of the school in which you are at present employed.

Questions proposed at the Examinations.

2. (a.) In very large school-rooms, what is the most convenient place for the desks?

(b.) Is it necessary to provide a seat for every child in actual attendance?

Senior Monitors—Males.

3. Explain the reasons why the practice of "preparing lessons in school" should be discountenanced.

4. According to the National School Programme, what subjects should be taught to children of the first class?

5. Explain how the "removal" of a pupil from one class to another should be indicated in the Register, and in the Roll Book.

*Dictation.*—The valuable qualities of gutta-percha fit it for many uses. Its toughness, which differs from that of Indian-rubber, and the facility with which it can be softened by heat, render it peculiarly apt to receive and permanently to retain any form that can be given to it; but its being so readily affected by heat prevents it being available except for cold purposes. It is easily converted into a tenacious cement for different processes of book-binding. Being impermeable to water, it is used for the soles of shoes, and for water pipes and vessels.

The above should be dictated to all the monitors; but the following list of words need not be dictated to any but those of the third or fourth year.

Incendiary.  
Jealousy.  
Rhinoceros.  
Triphthong.

Etiquette.  
Guarantee.  
Assignment.

Rhetorical.  
Busyant.  
Disyllable.

## SENIOR PAID MONITORS, FEMALES.

Senior Paid Monitors—Females.

## First and Second Years.

*Grammar.*—1. Parse fully the following sentence:—

"The hearth-rag was its favourite haunt, and it would lie stretched out on it."

2. Write out the rule of syntax exemplified by the word "haunt," in the above sentence.

3. What nouns are said to be of the common gender? Give examples.

4. Explain how the first future tense of a verb is formed.

5. Write out the declension of the noun "country."

*Geography.*—1. Why is the day twenty-four hours long, on the 23rd June, at the north polar circle.

2. Name in their order the counties, loughs, and bays you would pass during a coasting voyage from Dublin to Derry.

3. Enumerate all the important rivers that flow into the Black Sea.

4. Specify in their order the several branches or inlets of the Pacific on the eastern and south-eastern coast of Asia.

5. Describe the position of the following places, and give their correct geographical designation, *Ushant, Skaw, Otranto, Minho, Namur.*

*Lesson Books.*—1. Describe the manner in which tea is prepared for the market after the leaves have been gathered.

2. Name the three kinds of currants grown in this country; and state the use to which each is applied.

Appendix P.

Questions  
proposed at  
the Exami-  
nations.Senior Paid  
Monitors—  
Females.3. Quote the description given of *Winter* in the lesson entitled "*The Mask of Nature*."

4. Describe the mode of making leathern bottles; and give three instances in which the mention of such bottles occurs in Scripture with peculiar interest.

5. Write out the poem "*Our Father who art in Heaven*," commencing with the words "*Great God and wilt thou condescend*?"*Arithmetic*.—Find by practice the price of  $28\frac{7}{8}$  yards at 7s. 3d. per yard.Multiply £38 16s.  $7\frac{1}{2}$ d. by 328, and prove the result by division.Find the interest of £365 14s. 8d. for 146 days at  $6\frac{1}{2}$  per cent.

How many men would perform in 108 days a piece of work which 108 men can do in 266 days?

Write out the following bill, and calculate its amount:—

 $27\frac{1}{2}$  yards at  $6\frac{3}{4}$ d. per yard. $4\frac{1}{2}$  dozen reels of thread at  $\frac{3}{4}$ d. each reel.18 gross of needles at  $2\frac{1}{2}$ d. per gross.

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Third and Fourth Years.*Grammar*.—1. Parse fully the following sentence:—

"The area or place thus surrounded he would fill up with benches, baskets, or anything portable."

2. Write out the rule of syntax referring to "conjunctions."

3. Give examples of nouns: (a.) that are used only in the singular form; (b.) that are used only in the plural form; (c.) that have the singular and plural alike; (d.) that have double plurals.

4. Write out in proper form the three persons singular and plural, of the pluperfect tense, indicative mood, passivo voice, of the verb "*to smile*."

5. Explain what is meant by the "conjugation" of a verb, and conjugate each of the following irregular verbs:—"Beseech," "forbear," and "sink."

*Geography*.—1. When it is noon at London, what o'clock is it at Peking,  $116^{\circ}$  east longitude, and at New York, west longitude  $74^{\circ}$ ? Explain how you found your answer.2. Describe the position of the following places and give them their correct geographical designations:—*Lucerne, Damascus, Bulgaria, Guayaquil, Rodofan*.3. Define or explain the following:—*Solstice, sun's declination, sound, cause, plateau*.

4. Name in their order the seas and straits through which a ship passes during a voyage from Stockholm to Constantinople.

5. Upon what rivers are the following places situated:—*Bordeaux, Seville, Bristol, Ratisbon, Aberdeen*.*Lesson Books*.—1. Enumerate the benefits we derive from glass, and name the two mineral substances employed as substitutes for it.2. Give the substance of the lesson in the Third Book entitled "*The Journey to Bethlehem*."

3. Name the two fresh-water fish remarkable for tenacity of life; and mention some facts illustrative of it.

4. Quote Lord Macaulay's description of the south-western part of Kerry.

5. Write out two stanzas of the poem on "*Loss of Friends*," beginning thus—"Friend after friend departs."

*Arithmetic.*—1. If the wages of twenty-five men amount to £76 13s. 4d. in sixteen days, how many men must work twenty-four days to earn £120 10s.?

2. If  $5\frac{1}{2}$  per cent. be gained by selling butter at £5 5s. 6d. per cwt., what will be the gain per cent. by selling it at 1s. 3d. per lb.?

3. How long will twenty men take to build a wall 10 feet high if eleven men require seventeen days to build one of the same length, but only  $7\frac{1}{2}$  feet high?

4. Express in inches the difference between  $\frac{2}{3}$  of an Irish mile and  $\frac{2}{3}$  of an English mile.

5. In what time will £1,337 12s. 1d. at 5 per cent., simple interest, amount to £1,698 15s.  $1\frac{1}{2}$ d.?

*Method and School Management.*—1. Explain as fully as possible the organization of the school in which you are employed.

2. What number of pupils will each of the four following sets of desks accommodate? Give the reason.

(a.)	5 desks, 12 feet long each.
(b.)	6 " 9 " "
(c.)	8 " $7\frac{1}{2}$ " "
(d.)	10 " 6 " "

3. Explain what is meant by "class circles," how they may be formed, and what is the least distance that should be between two adjacent circles.

4. What course of instruction is prescribed in the National school programme for pupils of the second class?

5. Explain how, when a pupil has left school, the fact is to be indicated in the Register and Roll Book.

#### PAID MONITORS—FEMALES.

*Paid  
Monitors—  
Females.*

*Dictation.*—The cocoa-nut tree grows in a stately column, from thirty to fifty feet in height, crowned by waving branches, covered by long spiral leaves. Under this foliage, bunches of blossoms, clusters of fruit, some green and some ripe, appear in mingled beauty. The trunk furnishes beams and rafters for building; and the leaves, when plaited together, make excellent thatch, common umbrellas, coarse mats, and brooms. The covering of the young fruit is extremely curious, resembling a piece of thick cloth; it expands after the fruit has burst through its enclosure, and then appears of a coarser texture.

The above should be dictated to all the monitresses; but the following list of words need not be dictated to any but those of the third or fourth year.

Mischievous.  
Disseminate.  
Battalion.  
Separate.

Trisyllable.  
Embalm.  
Surgeon.

Discipline.  
Laudanum.  
Diamond.

## Appendix Q.

## APPENDIX Q.

PROGRAMME of EXAMINATION for CANDIDATES for INSPECTORSHIPS under the Board of National Education, Ireland.

1. ENGLISH:—		OBLIGATORY SUBJECTS.		No. of Marks for each Subject.
Consisting of English Composition; Spelling and Grammar,		Consisting of Literature—Bacon's Essays, some of Edmund Burke's Works (American Taxation, and on Conciliation with America, and Address to Electors of Bristol before going to Foll 1780).		800
Macaulay: Essays on Clive and Hastings. Shakespeare: Othello, Macbeth, Julius Caesar, and Merchant of Venice. Milton (Sonnets, L'Allegre, Penseroso, Comus, and L. II. Books of Paradise Lost).		Dryden: Absalom and Ahithophel, Palamon and Arcita. Pope: Essay on Man. Tennyson: Ulysses, Titmouse, and Elidun.		300
Consisting of Rhetoric and Criticism—Whately and Campbell,				400
2. ELEMENTARY MATHEMATICS:—				
Consisting of Arithmetic,				
" Euclid, 1st, 2nd, 3rd, and 6th Books,				600
" Algebra, including Quadratic Equations,				400
" Trigonometry, to solution of Plane Triangles only,				400
3. GEOGRAPHY,				300
4. HISTORY, including Smith's Greece, Liddell's Rome,				500
5. PHYSICAL SCIENCE:—Mechanics, with any one of the following subjects, Hy-				400
drotatics, Pneumatics, or Optics,				600
6. LOGIC, Lessons on Reasoning only,				300
7. POLITICAL ECONOMY (Smith's Wealth of Nations, Book I, and Easy Lessons				300
on Money Matters),				300
8. BOOK-KEEPING,				300
9. LATIN:—Virgil—Three first Books of The Eclog; The Odes of Horace, not to				800
include their metrical construction; Sallust,				300
10. EDUCATION:—Tracts of Ascham, Milton, and Locke; Joyce's Handbook of				200
School Management; Robinson's Manual of Method and Organization,				200
Total,				7,800

NOTE.—No Candidate will be appointed whose marks on the whole course above mentioned do not amount to 2,350, or who shall fail in showing a competent knowledge of any one of the above subjects.

## OPTIONAL COURSE.

	No. of Marks for each Subject.	The Greatest No. of Marks Attainable.
1. AN EXTENDED COURSE OF GREEK AND LATIN,	1,000	1,000
2. " " OF FRENCH,	400	
3. " " OF GERMAN,	400	400
4. " " OF ITALIAN,	400	
No Candidate will be examined in more than one Modern Language.		
5. LOGIC (Whately, Mill, Books I., II., III., and V.),	400	
6. HISTORY AND PHILOSOPHY OF EDUCATION,	400	
7. POLITICAL ECONOMY, Smith's Wealth of Nations—Books I., II., III., and V., J. S. Mill (Books I., II., III., and V.),	400	1,800
8. HIGHER MATHEMATICS (Spherical Trigonometry, Theory of Equations, Elements of Differential and Integral Calculus),	600	
9. NATURAL SCIENCE:—		
(a) Chemistry, Heat, Electricity, and Magnetism,		
(b) Animal and Vegetable Physiology, with principles of Class-	200	600
ification (Carpenter),		
(c) Geology, Mineralogy (Ansted, Page),		
Total Attainable,		3,800

No Candidate will be allowed to be examined in more than three of the branches of knowledge included under last head—Natural Science; but with this restriction and that above stated concerning him to one Modern Language, he is at liberty to ask to be examined in all the subjects.

A Candidate will not get credit for any subject in the Optional Course unless his marks show him to be possessed of a competent knowledge of that subject.

The successful Candidate at the Examination must attend at the Inspection Office and Schools in Marlboro'-street to learn the details of his future duties, and he will not receive his appointment unless he shows by his conduct, and the tests to which he may be submitted there, that he is fully competent to perform the duties of an Inspector.

Candidates must be at least twenty-three years of age and not more than thirty-four. Candidates must produce satisfactory certificates of age, of general good health, and of moral character and regular habits.

All persons nominated to Inspectorships in the service of the Commissioners of National Education, must pass a satisfactory examination in the subjects in the above Programme under the direction of the Civil Service Commissioners.



## APPENDIX B.

1—List of **BENDING APPLICATIONS** aided during the year 1870, with Tabulation, showing the Progress towards Erection of the School-houses, from date of reference to **BOARD OF WORKS** for Report on Site as described in Lease Queries, till transmission of Plans to Applicant.

COUNTY AND NAME.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans by Board of Works to Applicant.	OBSERVATIONS.
<b>ARLUND:</b>			£ s. d.				
Millbrook, . . .	21. 3. 70	25. 3. 70	201 15 4	3. 9. 70	14. 9. 70	22. 10. 70	
<b>DOUGALL:</b>							
Latterlague, . .	14. 6. 70	2. 3. 70	179 2 0	24. 10. 70	25. 10. 70	6. 2. 71	
<b>MOWAGHAN:</b>							
Cusham, . m. & f.	16. 5. 70	6. 8. 70	266 10 0	30. 12. 70	28. 12. 70	12. 2. 71	
Tappa, . . .	20. 7. 70	24. 10. 70	201 7 4	3. 1. 71	7. 1. 71	6. 2. 71	
Dromaherry, . .	21. 6. 70	24. 10. 70	234 0 0	3. 1. 71	7. 1. 71	1. 3. 71	
<b>CLARE:</b>							
Shannon View, .	23. 8. 69	29. 10. 69	341 6 0	13. 8. 70	21. 9. 70	2. 1. 71	
<b>COCK:</b>							
Dromaherry, m. & f.	20. 3. 69	12. 2. 70	310 4 4	17. 10. 70	26. 10. 70	25. 11. 70	
Rosmore, . m. & f.	21. 2. 70	26. 4. 70	306 17 4	23. 7. 70	1. 8. 70	28. 9. 70	
<b>KERRY:</b>							
Candoglas, . . .	6. 1. 70	13. 8. 70	243 14 0	3. 2. 71	9. 2. 71	7. 2. 71	
Beale, . . .	21. 1. 70	24. 5. 70	237 6 3	18. 8. 70	5. 10. 70	31. 10. 70	
Taroneenhill, . .	21. 2. 70	12. 8. 70	232 0 3	3. 1. 71	23. 1. 71	6. 5. 71	
Kilnasherry, . m. & f.	21. 2. 70	20. 4. 70	327 19 3	7. 11. 70	29. 11. 70	1. 2. 71	
Glenderry, . . .	6. 1. 70	23. 8. 70	304 10 3	24. 2. 71	17. 4. 71	1. 3. 71	
Behavoddy, . m. & f.	24. 11. 69	10. 5. 70	312 6 0	3. 1. 71	11. 1. 71	8. 2. 71	
Douglas, . m. & f.	20. 7. 70	19. 9. 70	358 2 0	—	—	—	Lease not executed.
<b>TIPPERARY:</b>							
Ballinakill, . .	24. 11. 69	14. 4. 70	189 0 0	22. 5. 70	22. 5. 70	3. 8. 70	
Ballagh, . m. & f.	—	23. 7. 70	323 8 0	23. 5. 71	24. 5. 71	10. 7. 71	
Ardaun, . m. & f.	14. 6. 70	19. 7. 70	211 6 0	23. 5. 71	24. 5. 71	24. 6. 71	
<b>LONGFORD:</b>							
Garryochill, . m. & f.	20. 9. 60	27. 1. 70	277 7 8	26. 5. 70	1. 4. 70	26. 4. 70	
<b>GALWAY:</b>							
Condoyle, . m. & f.	27. 7. 70	10. 9. 70	—	—	—	—	Do.
<b>SLIGO:</b>							
Cooleville, . m. & f.	22. 6. 70	20. 7. 70	311 5 8	15. 11. 70	17. 11. 70	12. 12. 70	

2.—*LIST of VESTED SCHOOLS for which GRANTS for IMPROVEMENTS were made during 1870, with Tabulation, showing the Progress made in Executing the Works, from time of referring case to Board of Works for Estimate, till Plans, &c., transmitted to Manager.*

COUNTY AND SCHOOL.	Roll No.	Date of Reference to Board of Works.	Date of Receipt of Estimate from Board of Works.	Amount of Grant.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans and Specifications to Manager by Board of Works.	OBSERVATIONS.
<b>ASTERY:</b>				£ s. d.			
Bushmills, . . . . .	5042	25.12.69	13. 1.70	5 5 4	18. 9.70	21. 2.70	
Craig, . . . . .	5284	9. 3.70	6. 6.70	1 13 4	1. 9.70	8. 9.70	
Foystown, . . . . .	29	14.10.69	1. 2.70	3 3 0	3. 3.70	6. 3.70	
Balahall, . . . . .	7944	17.12.69	11. 2.70	4 6 6	28. 5.70	21. 2.70	
<b>DONEDALE:</b>							
Ballinmore, . . . . .	6105	28. 4.70	9. 3.70	5 3 4	25.10.70	27.10.70	
<b>DOWNS:</b>							
Donaghadee, . . . . .	5057-8	17.11.69	11.12.69	5 8 8	13. 1.70	26. 1.70	
<b>FRANKLIN:</b>							
Ballinacraig, . . . . .	4425	25. 1.70	2. 4.70	5 14 5	27. 6.70	4. 7.70	
Sydney, . . . . .	3510	15. 6.70	23. 7.70	3 3 4	1. 9.70	13. 1.71	
Monea, . . . . .	2938	15. 6.70	24.11.70	43 16 5	4. 1.71	7. 3.71	
Adighastark, . . . . .	3331	25. 1.70	3. 3.70	7 13 7	24. 3.70	28. 5.70	
<b>MONAGHAN:</b>							
Killeshargh, . . . . .	333	4.11.69	17.11.70	4 13 4	14. 1.70	1. 2.70	
Killaraine, . . . . .	4131	19. 9.69	7. 2.70	24 0 0	19. 2.70	5. 4.70	
<b>TYRONE:</b>							
Garvaghan, . . . . .	9243	—	23. 5.70	7 15 9	3. 3.70	—	
Crossan, . . . . .	3738	25. 1.70	2. 4.70	3 18 0	27. 6.70	4. 7.70	
Altmore, . . . . .	1499	23. 1.70	23. 8.70	2 10 0	26.11.70	29.11.70	
<b>CLARE:</b>							
Runecom, . . . . .	9424-5	15.11.69	25. 2.70	25 9 2	7. 4.70	—	
Kilkee, . . . . .	2331-2	27.10.69	9. 3.70	23 10 0	25. 7.70	8. 9.70	
Milford Malbay, . . . . .	8862	27.10.69	22. 8.70	113 1 4	25. 7.70	13. 1.71	
<b>COAK:</b>							
Knockagh, . . . . .	3233	1. 9.70	4. 2.70	73 13 4	14. 4.70	23. 4.70	
Canoe, . . . . .	3150	25. 6.70	25. 4.70	31 0 0	28. 6.70	9. 6.70	
Lombard, . . . . .	4118	27. 4.70	18. 5.70	33 7 4	3. 6.70	9. 6.70	
Knocknashann, . . . . .	1301	25. 3.70	11. 4.70	32 8 8	13. 7.70	8. 9.70	
Kinsale, . . . . .	1612	26. 4.70	1. 6.70	36 16 0	6. 7.70	9. 7.70	
Runey's Well, . . . . .	1170	16. 7.70	8. 9.70	14 1 6	12.10.70	20.10.70	
Rever, . . . . .	4443	27. 7.70	15. 9.70	39 13 4	12.10.70	20.10.70	
Lackagh, . . . . .	9513	27. 6.70	22. 9.70	60 4 8	21.10.70	7.11.70	

Work done in anticipation of grant.

\*Do.



## Appendix E.

Lists of  
Inspectors  
of National  
Schools.

## APPENDIX S.

## LISTS OF INSPECTORS OF NATIONAL SCHOOLS.

## HEAD INSPECTORS, on 31st December, 1870.

Name and Address.	Districts in Charge.
Timothy Sheehan, Esq., A.H., T.C.D., Passage West, .	40, 48, 53, 54, 55, 56, 57, 58, 59, 60.
John K. Saeridan, Esq., Dublin, . . . . .	37, 38, 39, 40, 41, 42, 44, 45, 47, 50.
J. G. Fleming, Esq., Belfast, . . . . .	4, 8, 9, 10, 11, 15, 16, 17, 18, 23.
James Patterson, Esq., Galway, . . . . .	20, 25, 32, 34, 35, 36, 42, 45, 51, 52.
A. O'Callaghan, Esq., Derry, . . . . .	1, 2, 3, 5, 6, 7, 12, 13, 14, 31.
M. FitzGerald, Esq., Dublin, . . . . .	19, 21, 22, 24, 25, 27, 28, 29, 33.

## DISTRICT INSPECTORS, on 31st December, 1870.

No. of District.	Name of District.	Inspector in Charge.	No. of District.	Name of District.	Inspector in Charge.
1	Lettistenny, .	Macaulay, P. T.	31	Ballinamore, .	Cowley, A. S.
2	Londonderry, .	Dugan, C. W.	32	Tam, .	M'Sweeney, J.
3	Coleraine, .	Bols, W.	33	Mellinger, .	Molloy, W. R.
4	Ballymena, .	Wilson, D. M.	34	Galway, .	Gordon, J.
5	Donagall, .	Hamilton, A.	35	Ballinacree, .	O'Neill, G. F.
6	Strahane, .	Kennedy, W.	36	Parsonstown, .	Brown, S.
7	Magham, .	Irvine, R.	37	Collingridge, .	O'Callaghan, G. R.
8	Belfast, North, .	Marell, J.	38	Dublin, South, .	O'Carroll, P. F.
9	Belfast, South, .	Molloy, J.	39	Carlow, .	Coyne, M.
10	Newtownards, .	MacDonnell, J.	40	Bray, .	MacSheehy, B.
11	Lurgan, .	Brown, J.	41	Portlinton, .	Coyne, M.
12	Sligo, .	Wood, J. E.	42	Gort, .	Nicholls, W.
13	Kinniskillen, .	Strong, T. K.	43	Thurles, .	D'Arcy, H. L.
14	Omagh, .	Sullivan, M.	44	Athy, .	Archer, S.
15	Dungannon, .	Redgers, H. W. M.	45	Kinnis, .	O'Driscoll, D. F.
16	Armagh, .	Osburne, A. T.	46	Tippowry, .	Brown, J.
17	Ballinashinch, .	Nesbitt, R.	47	Kilkenney, .	Harkin, L.
18	Monaghan, .	Eardley, F.	48	Youghal, .	Sheehy, C.
19	Novry, .	Peter, D. C.	49	Waterford, .	Lane, J. C.
20	Ballina, .	Barrett, J.	50	Kinnisworthy, .	Fitzgerald, J. G.
21	Swineford, .	McCallan, J.	51	Limerick, .	Peterson, R.
22	Boyle, .	Redgers, John W.	52	Nowroskie, West, .	Steele, J.
23	Cavan, .	Vacant.	53	Cleamall, .	O'Hara, T.
24	Bailieboro', .	Simson, A. J.	54	Triloe, .	Donovan, H. A.
25	Drogheda, .	MacCormac, E.	55	Macroom, .	Graham, C.
26	Westport, .	McMillan, W.	56	Mallow, .	Bateman, C. W.
27	Roscommon, .	Connolly, P.	57	Killarney, .	Macnamara, Thos.
28	Longford, .	Bradford, J.	58	Bantry, .	Seymour, M. S.
29	Trim, .	Conwall, Eugene A.	59	Dunmanway, .	Healy, W.
30	Dublin, North, .	Sheehy, E.	60	Cork, .	Gillie, J.

## INSPECTORS OF AGRICULTURAL SCHOOLS.

Thomas Baldwin, Esq.  
Michael Brogan, Esq.  
William Boyle, Esq.

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